

# 2019 Annual Implementation Plan

## for improving student outcomes

Aspendale Primary School (4193)



Submitted for review by Coby Larrieu (School Principal) on 15 November, 2018 at 08:57 AM  
Endorsed by Jennifer McCrabb (Senior Education Improvement Leader) on 16 December, 2018 at 01:59 PM  
Endorsed by Mellissa Glanville (School Council President) on 08 February, 2019 at 11:55 AM

## Self-evaluation Summary - 2019

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Embedding
	Curriculum planning and assessment	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	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Excelling
	Vision, values and culture	Excelling

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

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

<b>Enter your reflective comments</b>	<p>In October 2018, Aspendale Primary School had the International Baccalaureate verification visit. This is the final stage where the team comes to check if the school is addressing all key standards of practice to become an IB PYP 'world' school. It involves talking to all stakeholders including: teachers, students and parents. This is a major ticket item on our 2016-2019 SSP, and culminates three years of work.</p> <p>Throughout the process we have implemented a pedagogical model, LAUNCH, which has a focus on Design Thinking, and aligns to our mission statement of developing students who are global citizens and equipped for the 21st century. This model aligns well with the DET E5 pedagogical model.</p> <p>Our NAPLAN results have continued to be strong with a high percentage of students in the top two bands in most areas of numeracy and literacy in both Year 3 and 5. During 2018 we focused on improving consistency across the school with the implementation of the Reader's Workshop model. We used the Peer Observation and Feedback model including Learning Walks to collect data about this. The leaders of the CLL team and the AP (Literacy Master Trainer) provided staff with PD. All teams responded well to feedback and acted upon it.</p> <p>The Peer Observation and Feedback model/Learning Walks will be a continued focus in 2019 with the emphasis on Numeracy.</p>
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	<p>Our Learning Specialist was released on a more regular basis in Semester 2 to work with year level teams/teachers. This will also be a continued focus in 2019.</p> <p>As our school has grown bigger, including several new staff joining the team, we have seen a need in developing a more consistent approach to behaviour management and wellbeing. Teachers are needing more support with managing challenging behaviours including: anxiety, hyperactivity and ASD. We will continue to focus on the following: promoting a growth mindset, developing resilience and consistent expectations of behaviour.</p>
<b>Considerations for 2019</b>	<p>We will enter the evaluate stage of our SSP 2016-2019 with our review scheduled for Term 2, 2018. Our major focus will be on extending students in numeracy and writing as well as continuing to implement a proactive approach to wellbeing. The Verification Report for the IB highlighted 6 commendations around teaching and learning. Areas for improvement included improving our school library- which is due to a major renovation later in 2019.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	ACHIEVEMENT To maximise all individual levels of student attainment and learning growth, particularly English, Mathematics and Science.
<b>Target 1.1</b>	1. By 2019, there will be an increase in the number of students achieving above the expected C level (that is working at A and B AusVELS): In Writing Target is 48%. In Speaking and Listening target is 43%. In Reading - target is 61%. <b>In Number Target is 48% (focus 2019).</b>
<b>Target 1.2</b>	2. By 2019, there will be an increase in the number of students achieving high NAPLAN growth: * in Grammar and Punctuation to 25% * in Spelling to 25%** (** "It should be noted that in NAPLAN testing, students starting with lower scores trend to make greater gains over time than those starting with higher scores." NAPLAN WEBSITE)
<b>Target 1.3</b>	3. Over each year of the Plan, 2016-2019, 'high' relative growth in Mathematics, Reading and Writing will be at least maintained at 30% of students.**
<b>Target 1.4</b>	4. By 2019, student achievement data in Science will show that at least 30% of students in Years 3-6 are achieving above expected levels (AusVELS data), with annual improvement evident towards this target.
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Support teachers to strengthen their individual and collective capacity to analyse data and use this to drive planning and inform differentiation.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Continue to align and embed Science into PYP Units of Inquiry, and where necessary teach stand-alone Science Units of Inquiry to ensure that we are meeting requirements of Victorian Curriculum.

<b>Goal 2</b>	<b>ENGAGEMENT</b> To build teacher capacity in order to implement an inquiry based (PYP) approach to teaching and learning.
<b>Target 2.1</b>	1. By 2019 there will be an increase in the school mean for identified factors within the Student Attitudes to Schools survey: * School Connectedness and Student Motivation will be maintained at or above the 60th percentile. * Stimulating Learning will be at or above the 60th percentile.
<b>Target 2.2</b>	2. By 2019 there will be an increase in the school mean for identified factors within the Staff Opinion Survey, Professional Learning section: *School Level Support and Feedback will be "at or above", 'All Primary Schools.'
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Staff to develop a deeper understanding of the PYP taught curriculum through ongoing Professional Development
<b>Key Improvement Strategy 2.b</b> Setting expectations and promoting inclusion	Increase the percentage of staff complete the survey to enable us to get a more comprehensive understanding of feedback from staff opinion.
<b>Goal 3</b>	<b>PRODUCTIVITY</b> To ensure that financial, physical and human resources are delivered in order to provide the highest possible student learning outcomes for all students.
<b>Target 3.1</b>	1. By 2019, Aspendale PS will be an authorised IB World School - PYP.
<b>Target 3.2</b>	2. By 2019, there will be an increase in the school mean for identified factors within the Staff Opinion survey: * In 'Shielding and Buffering' - to be consistently at or above 'All Primary.' * In School Climate 'overall score' = to maintain a mean score of at least 85 (4th quartile).
<b>Key Improvement Strategy 3.a</b> Building practice excellence	To address the IB standards and practices required to become a PYP World School
<b>Key Improvement Strategy 3.b</b>	Processes and procedures are in place to support staff and maintain our positive school culture

Building practice excellence	
<b>Goal 4</b>	To provide a school environment which fosters increased levels of student wellbeing, behaviour, safety and resilience. To ensure that student transitions from Foundation to Year 6 and beyond are seamless and flexible.
<b>Target 4.1</b>	1. By 2019 the Parent Opinion Survey results will be at or above the 60th percentile in the Transitions and Reporting variable.
<b>Target 4.2</b>	2. By 2019 there will be an increase in the school mean for identified factors within the Student Attitudes to School survey. *Student Safety, Connectedness to Peers and Classroom Behaviour, will all be consistently at or above the 60th percentile.
<b>Key Improvement Strategy 4.a</b> Setting expectations and promoting inclusion	To utilise a broad range of strategies to support student wellbeing

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>ACHIEVEMENT</b> To maximise all individual levels of student attainment and learning growth, particularly English, Mathematics and Science.</p>	Yes	<p>1. By 2019, there will be an increase in the number of students achieving above the expected C level (that is working at A and B AusVELS): In Writing Target is 48%. In Speaking and Listening target is 43%. In Reading - target is 61%. <b>In Number Target is 48% (focus 2019).</b></p>	<p>FOCUS- Target 1 To increase the number of students achieving above the expected level to 10% in the Number dimension of Mathematics. (target 48% above in Maths by December 2019)</p>
		<p>2. By 2019, there will be an increase in the number of students achieving high NAPLAN growth: * in Grammar and Punctuation to 25% * in Spelling to 25%** (** "It should be noted that in NAPLAN testing, students starting with lower scores trend to make greater gains over time than those starting with higher scores." NAPLAN WEBSITE)</p>	<p>For 'high relative growth' in Grammar and Punctuation and Spelling be increased to 25%.</p>
		<p>3. Over each year of the Plan, 2016-2019, 'high' relative growth in Mathematics, Reading and Writing will be at least maintained at 30% of students.**</p>	<p>For 'high relative growth in Mathematics, Reading and Writing to be maintained at 30%</p>
		<p>4. By 2019, student achievement data in Science will show that at least 30% of students in Years 3-6 are achieving above</p>	<p>For 30% of students in Years 3-6 to be achieving above expected levels by December 2019.</p>



		expected levels (AusVELS data), with annual improvement evident towards this target.	
<b>ENGAGEMENT</b> To build teacher capacity in order to implement an inquiry based (PYP) approach to teaching and learning.	Yes	1. By 2019 there will be an increase in the school mean for identified factors within the Student Attitudes to Schools survey: * School Connectedness and Student Motivation will be maintained at or above the 60th percentile. * Stimulating Learning will be at or above the 60th percentile.	<b>FOCUS -Target 1</b> AtSS data- increase overall Student Agency percentage above 77% (2018 data) School Connectedness and Student Motivation will be maintained at or above the 60th percentile. Stimulating Learning will be at or above the 60th percentile.
		2. By 2019 there will be an increase in the school mean for identified factors within the Staff Opinion Survey, Professional Learning section: *School Level Support and Feedback will be "at or above", 'All Primary Schools.'	Professional Learning section: *School Level Support and Feedback will be "at or above", 'All Primary Schools.'
<b>PRODUCTIVITY</b> To ensure that financial, physical and human resources are delivered in order to provide the highest possible student learning outcomes for all students.	No	1. By 2019, Aspendale PS will be an authorised IB World School - PYP.	
		2. By 2019, there will be an increase in the school mean for identified factors within the Staff Opinion survey: * In 'Shielding and Buffering' - to be consistently at or above 'All Primary.' * In School Climate 'overall score' = to maintain a mean score of at least 85 (4th quartile).	
To provide a school environment which fosters increased levels of student wellbeing, behaviour, safety and resilience. To ensure that student transitions from Foundation to Year 6	Yes	1. By 2019 the Parent Opinion Survey results will be at or above the 60th percentile in the Transitions and Reporting variable.	<b>FOCUS- Target 2-</b> see below

and beyond are seamless and flexible.		2. By 2019 there will be an increase in the school mean for identified factors within the Student Attitudes to School survey. *Student Safety, Connectedness to Peers and Classroom Behaviour, will all be consistently at or above the 60th percentile.	<p>FOCUS- Target 2 To reduce the percentage of students indicating they '...have been physically kicked, hurt or threatened on purpose' as indicated in the 2018 AtSS data</p> <p>To improve the identified factors within the Attitudes to School survey *Student Safety, Connectedness to Peers and Classroom behaviour so that they are consistently at or above the 60th percentile</p>
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<b>Goal 1</b>	<b>ACHIEVEMENT</b> To maximise all individual levels of student attainment and learning growth, particularly English, Mathematics and Science.	
<b>12 Month Target 1.1</b>	<b>FOCUS- Target 1</b> To increase the number of students achieving above the expected level to 10% in the Number dimension of Mathematics. (target 48% above in Maths by December 2019)	
<b>12 Month Target 1.2</b>	For 'high relative growth' in Grammar and Punctuation and Spelling be increased to 25%.	
<b>12 Month Target 1.3</b>	For 'high relative growth in Mathematics, Reading and Writing to be maintained at 30%	
<b>12 Month Target 1.4</b>	For 30% of students in Years 3-6 to be achieving above expected levels by December 2019.	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Curriculum planning and assessment	Support teachers to strengthen their individual and collective capacity to analyse data and use this to drive planning and inform differentiation.	
	Yes	

<b>KIS 2</b> Curriculum planning and assessment	Continue to align and embed Science into PYP Units of Inquiry, and where necessary teach stand-alone Science Units of Inquiry to ensure that we are meeting requirements of Victorian Curriculum.	No
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.	We have chosen to focus on improving Numeracy results in 2019 after spending time revitalising the teaching of the Reader's workshop in 2018. NAPLAN results indicated that we are back on track with the teaching of Reading, but need to work on stretching kids who are working 'at' or 'above' standard in order to improve relative growth in Numeracy (Number). Our Strategic Plan Goal 1 is extremely broad and we would like to apply the same process as in 2018 by having one thing to focus on.	
<b>Goal 2</b>	<b>ENGAGEMENT</b> To build teacher capacity in order to implement an inquiry based (PYP) approach to teaching and learning.	
<b>12 Month Target 2.1</b>	<b>FOCUS -Target 1</b> AtSS data- increase overall Student Agency percentage above 77% (2018 data) School Connectedness and Student Motivation will be maintained at or above the 60th percentile. Stimulating Learning will be at or above the 60th percentile.	
<b>12 Month Target 2.2</b>	Professional Learning section: *School Level Support and Feedback will be "at or above", 'All Primary Schools.'	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Staff to develop a deeper understanding of the PYP taught curriculum through ongoing Professional Development	Yes
<b>KIS 2</b> Setting expectations and promoting inclusion	Increase the percentage of staff complete the survey to enable us to get a more comprehensive understanding of feedback from staff opinion.	No

<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>With Student Agency at 77% (overall) in our 2018 Attitudes to School Survey, the PYP enhancements (to be implemented by 2020) which focus on student agency and the introduction of the Amplify practice guide by DET we decided to re-evaluate and review of our approaches to student agency, in particular student voice. In 2018, we were selected to be part of the Amplify Learning Labs project- within this project we set a goal around providing authentic opportunities for students to co-design the curriculum. In 2019 we plan to implement our approach ('The Voice') across F-6 that will allow students to be part of the planning and driving of the curriculum (2019 focus on the Units of Inquiry- co-designing assessment tasks and learning experiences).</p>	
<p><b>Goal 3</b></p>	<p>To provide a school environment which fosters increased levels of student wellbeing, behaviour, safety and resilience. To ensure that student transitions from Foundation to Year 6 and beyond are seamless and flexible.</p>	
<p><b>12 Month Target 3.1</b></p>	<p>FOCUS- Target 2- see below</p>	
<p><b>12 Month Target 3.2</b></p>	<p>FOCUS- Target 2          To reduce the percentage of students indicating they '...have been physically kicked, hurt or threatened on purpose' as indicated in the 2018 AtSS data</p> <p>To improve the identified factors within the Attitudes to School survey          *Student Safety, Connectedness to Peers and Classroom behaviour so that they are consistently at or above the 60th percentile</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>To utilise a broad range of strategies to support student wellbeing</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>Attitude to School Survey results indicated that the students and parents perceive there is an issue around bullying. We will review current strategies and their impact on developing an inclusive environment. Investigate beliefs and understanding of what constitutes bullying within our school community. In 2018 the Respectful Relationships program was embedded more firmly across F-6. We will review: What effect is this having? How can we measure if it is actually making an impact?          Are we applying a consistent approach to wellbeing across the school, both in the classroom and in the yard?          We will introduce a school-wide positive behaviour support which aligns with the RR Program to address the increase on physical behaviour (as per our AtSS results)</p>	

	Our target will be to reduce the percentage of students indicating they '...have been hit, kicked, hurt or threatened on purpose'- in the Experience of Bullying domain of the AtSS.
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## Define Actions, Outcomes and Activities

<b>Goal 1</b>	ACHIEVEMENT To maximise all individual levels of student attainment and learning growth, particularly English, Mathematics and Science.
<b>12 Month Target 1.1</b>	FOCUS- Target 1 To increase the number of students achieving above the expected level to 10% in the Number dimension of Mathematics. (target 48% above in Maths by December 2019)
<b>12 Month Target 1.2</b>	For 'high relative growth' in Grammar and Punctuation and Spelling be increased to 25%.
<b>12 Month Target 1.3</b>	For 'high relative growth in Mathematics, Reading and Writing to be maintained at 30%
<b>12 Month Target 1.4</b>	For 30% of students in Years 3-6 to be achieving above expected levels by December 2019.
<b>KIS 1</b> Curriculum planning and assessment	Support teachers to strengthen their individual and collective capacity to analyse data and use this to drive planning and inform differentiation.
<b>Actions</b>	<p>The Learning Specialist will be used to support and enhance teacher practice in Numeracy. He will be released one day a week to do this.</p> <p>In depth analysis of what students can do using common misunderstandings across the school, as well as the Fraction/Decimal interview in Years 5/6. PAT 2018 to be analysed to provide teachers with an immediate starting point.</p> <p>Learning Walks held regularly (once a term) focusing on: differentiation, links to the real world and student agency.</p> <p>Continue to develop continuums across F-6 so that students can take more ownership of their learning eg: next steps, goal setting</p> <p>Each year level to teach a week of 'Inspirational Maths'.</p> <p>An external expert to be brought in to provide PD to staff eg: Peter Sullivan</p> <p>Resources to be bought to support the learning of all students in line with their needs (as shown from data analysis)</p>
<b>Outcomes</b>	<p>Leaders will be modelling best practice and will ensure that Maths planners are consistent across the school: based on the school's pedagogical model and show differentiation.</p> <p>Teachers will build their capacity to effectively differentiate Maths lessons</p> <p>Teachers will create an environment in their classrooms where a growth mindset is valued in Mathematics</p> <p>Teachers will develop their capacity to analyse data to drive future planning/teaching and learning programs.</p> <p>Students will utilise continuums in order to monitor their learning.</p>

	Students will have many opportunities to provide feedback to their teachers about their learning. Students will have some strategies to improve their growth mindsets.			
<b>Success Indicators</b>	Teachers will use PAT Maths to assess student growth. This will show improvement at the end of the year. Learning Walk data will show evidence of differentiation, links to real world and student agency. Planners will reflect the essential elements of a Maths lesson across F-6 Continuums are being used by students and teachers.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
The Learning Specialist will be used to support and enhance teacher practice in Numeracy. He will be released one day a week to do this.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00  <input type="checkbox"/> Equity funding will be used
In depth analysis of what students can do using common misunderstandings across the school, as well as the Fraction/Decimal interview in Years 5/6. PAT 2018 to be analysed to provide teachers with an immediate starting point.	<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
Learning Walks held regularly (once a term) focusing on: differentiation, links to the real world and student agency.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00  <input type="checkbox"/> Equity funding will be used
Continue to develop continuums across F-6 so that students can take more ownership of their learning eg: next steps, goal setting	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00  <input type="checkbox"/> Equity funding will be used

Each year level to teach a week of 'Inspirational Maths'.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
An external expert to be brought in to provide PD to staff eg: Peter Sullivan	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Physical and human resources to be used to support the learning of all students in line with their needs (as shown from data analysis)	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Numeracy Leader  <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,500.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	<b>ENGAGEMENT</b> To build teacher capacity in order to implement an inquiry based (PYP) approach to teaching and learning.			
<b>12 Month Target 2.1</b>	<b>FOCUS -Target 1</b> AtSS data- increase overall Student Agency percentage above 77% (2018 data) School Connectedness and Student Motivation will be maintained at or above the 60th percentile. Stimulating Learning will be at or above the 60th percentile.			
<b>12 Month Target 2.2</b>	Professional Learning section: *School Level Support and Feedback will be "at or above", 'All Primary Schools.'			
<b>KIS 1</b> Curriculum planning and assessment	Staff to develop a deeper understanding of the PYP taught curriculum through ongoing Professional Development			
<b>Actions</b>	Amplify Project- Learning Labs Team driving the implementation of 'The Voice' project (providing opportunities for students to co-design the curriculum) PD and workshops to establish 'The Voice' in classrooms			



	'The voice' continuum established which outlines how the process works at each level PD time allocated into meeting schedule PYP Workshops/PD- focus on Transdisciplinary Learning, Student Agency and the Enhanced PYP			
<b>Outcomes</b>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>- drive the implementation of 'The Voice'</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- provide the time and support to implementing 'The Voice'</li> <li>- continue to trail different strategies to ensure the process is authentic and rich</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>- involved in the co-designing of the curriculum</li> <li>- ownership of their learning (engagement)</li> </ul>			
<b>Success Indicators</b>	AtSS data- increase overall Student Agency score from 77% (and increase the sub-areas 'I have a say in the things I learn' from 75% and 'At this school, I help decide things like class activities or rules' from 71%) Student feedback and reflections- recorded in UoI			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Amplify Project- Learning Labs Team driving the implementation of 'The Voice' project (providing opportunities for students to co-design the curriculum)- Pitch idea to staff (beg,. Term 1), attend Learning Labs Workshop (and online webinars) and contribute to online document sharing	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,600.00  <input type="checkbox"/> Equity funding will be used
PD and workshops to establish 'The Voice' in classrooms	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00  <input type="checkbox"/> Equity funding will be used
'The voice' continuum established which outlines how the process works at each level - added to the Core Purpose document	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,600.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used
PD time allocated into meeting schedule	<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
Ethnography conducted term 1 2019 by Learning Labs Team	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,600.00  <input type="checkbox"/> Equity funding will be used
PYP Workshops/PD- focus on Transdisciplinary Learning, Student Agency (TBC) and the Enhanced PYP	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$12,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To provide a school environment which fosters increased levels of student wellbeing, behaviour, safety and resilience. To ensure that student transitions from Foundation to Year 6 and beyond are seamless and flexible.			
<b>12 Month Target 3.1</b>	FOCUS- Target 2- see below			
<b>12 Month Target 3.2</b>	FOCUS- Target 2 To reduce the percentage of students indicating they '...have been physically kicked, hurt or threatened on purpose' as indicated in the 2018 AtSS data  To improve the identified factors within the Attitudes to School survey *Student Safety, Connectedness to Peers and Classroom behaviour so that they are consistently at or above the 60th percentile			
<b>KIS 1</b> Setting expectations and promoting inclusion	To utilise a broad range of strategies to support student wellbeing			

<b>Actions</b>	<p>*Continue to embed Respectful Relationships F-6: create an overview of what chapters each year level are implementing in classrooms - track</p> <p>*Audit and review the whole school wellbeing program</p> <p>*Investigate the School Wide Positive Behaviour Support program (tiered intervention)</p> <p>*APS Global Kids to be related to PYP Learner Profiles</p> <p>*Core Purpose Wellbeing section to be updated once the review and audit has been completed so that it accurately reflects Wellbeing at APS</p> <p>*Educate parents - through the newsletter, Facebook, weekly communication, Information night regarding Wellbeing at APS, guest speaker</p> <p>*Investigate the opportunity for students to participate in the PIVOT/network survey (Years 4, 5,6)</p> <p>*Wellbeing Support Officer role to be created</p> <p>*Classroom/Yard Essential Agreements to be developed by staff which include an agreed set of consequences about the steps to follow (positive and negative consequences). These to be consistent across the school.</p> <p>*Resources to be purchased to support students and their needs</p>			
<b>Outcomes</b>	<p>Leaders will see a more consistent approach to discipline both in the classrooms and in the yard - Learning Walks</p> <p>Better behaviour in the yard</p> <p>Students will demonstrate greater respect for each other and their teachers.</p> <p>Teachers will work through preselected/agreed chapters of Respectful Relationships throughout 2019.</p> <p>Parents will have a greater, more in-depth understanding of Wellbeing programs/approaches at APS</p> <p>Teachers will have guidelines and a common approach to managing student behaviour which will lead to greater consistency.</p>			
<b>Success Indicators</b>	<p>A reduction of incidents in the yard as recorded on Sentral</p> <p>Learning Walks used to observe approaches to behaviour management</p> <p>Survey results - Parent Opinion and ATSS to improve (please see targets)</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Audit and review the whole school wellbeing program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$800.00  <input type="checkbox"/> Equity funding will be used

Continue to embed Respectful Relationships F-6: create an overview of what chapters each year level are implementing in classrooms - track	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
*Educate parents - through the newsletter, facebook, weekly communication, Information night regarding Wellbeing at APS	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
*Classroom/Yard Essential Agreements to be developed by staff which include an agreed set of consequences about the steps to follow (positive and negative consequences). These to be consistent across the school.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
*Wellbeing Support Officer role to be created	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input type="checkbox"/> Equity funding will be used
*APS Global Kids to be related to PYP Learner Profiles	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$800.00  <input type="checkbox"/> Equity funding will be used
*Investigate the School Wide Positive Behaviour Support program (tiered intervention)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2	\$800.00

				<input type="checkbox"/> Equity funding will be used
*Resources to be purchased to support students and their needs	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
The Learning Specialist will be used to support and enhance teacher practice in Numeracy. He will be released one day a week to do this.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources  reSolve Numeracy toolkit Common misunderstandings	<input checked="" type="checkbox"/> On-site
Continue to develop continuums across F-6 so that students can take more ownership of their learning eg: next steps, goal setting	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team  <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments  <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Each year level to teach a week of 'Inspirational Maths'.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> On-site
An external expert to be brought in to provide PD to staff eg: Peter Sullivan	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Peter Sullivan TBC	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Learning Specialist(s)	to: Term 4				
Amplify Project- Learning Labs Team driving the implementation of 'The Voice' project (providing opportunities for students to co-design the curriculum)- Pitch idea to staff (beg., Term 1), attend Learning Labs Workshop (and online webinars) and contribute to online document sharing	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
PD and workshops to establish 'The Voice' in classrooms	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
'The voice' continuum established which outlines how the process works at each level - added to the Core Purpose document	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site