

# 2019 Annual Implementation Plan

## for improving student outcomes

Yarraman Oaks Primary School (4807)



Submitted for review by Tina Ersch (School Principal) on 06 December, 2018 at 04:55 PM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 12 December, 2018 at 01:24 PM

Endorsed by Charni Pilkington (School Council President) on 14 February, 2019 at 10:34 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	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Embedding
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

<b>Enter your reflective comments</b>	<ul style="list-style-type: none"> <li>- Data indicates that our students are not making the progress that we would like. NAPLAN data in particular is concerning as our students have performed much lower than the State, Similar Schools and Network Schools in all areas except for Spelling. Relative Growth data shows that our students are performing above State and on par with Network and Similar Schools. However, we are well below State, Similar Schools and Network Schools for students in the top two bands for Spelling in both Year 3 and Year 5.</li> <li>- We have an established Leadership model and PLC teams work cooperatively and collaboratively. Presently aspiring leaders have limited opportunities for development and in some instances role clarity is needed.</li> <li>- YOPS has established, maintained and extended links with the school community and the wider community. This is definitely an area of strength.</li> <li>- The relaunch of the YCDI Program has been positive. This work will need to be consolidated and extended in 2019.</li> <li>- ATSS data shows that Student Voice is strong in Grade 6, but this needs to be extended to Grade 4 and 5 students. Currently our SRC is not active. Student Voice does not have a high profile at YOPS. However we do have pockets of very good practice in the area (E.g. A clear Student Leadership model for senior students).</li> </ul>
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<b>Considerations for 2019</b>	<ul style="list-style-type: none"> <li>- A clear teaching and learning plan from Foundation to Grade 6 is needed. We need to build consistency of practice and reduce differences in approaches.</li> <li>- Data indicates that Literacy, in particular Writing, needs to be an area of focus in 2019. Teacher practice needs to be developed and a school wide agreed teaching and learning model introduced and followed.</li> <li>- In 2019 Student Voice needs to be an area of focus. We need to recognise and improve the good practices in place and introduce these practices to other areas of the school. It is important to establish protocols for SRC and to make this student group an active part of decision making at YOPS.</li> <li>- Consolidate and extend work to build student resilience through the YCDI program.</li> <li>- Maintain connections with school and wider community.</li> </ul>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve student learning outcomes in Literacy and Numeracy with particular focus on writing, reading and number.
<b>Target 1.1</b>	Strategic Plan Targets <ol style="list-style-type: none"> <li>1. An average growth of 12 months in standardised school wide Numeracy and Reading progress tests</li> <li>2. Appropriate growth in English online assessment P-2</li> <li>3. An average growth of 0.8 in On demand testing 3-6</li> <li>4. NAPLAN improvement data will show Less than 25% of students having low growth and greater than 25% of students having high growth</li> </ol>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	To build the capacity of staff in the area of Literacy.
<b>Goal 2</b>	Provide an engaging relevant and meaningful learning environment for all students.
<b>Target 2.1</b>	Upward trend in parent survey upward trend in Staff Survey <ul style="list-style-type: none"> <li>• Trust in students and parents</li> <li>• Parent and community involvement</li> </ul> Upward trend in Student Survey <ul style="list-style-type: none"> <li>• Teaching and learning</li> </ul> Upward trend in parent survey <ul style="list-style-type: none"> <li>• Student engagement</li> </ul>

	<ul style="list-style-type: none"> <li>• Parent input</li> </ul> <p>Improved student attendance</p>
<p><b>Key Improvement Strategy 2.a</b> Empowering students and building school pride</p>	<p>Develop in staff a greater understanding and ability to cater for the needs of all students.</p>
<p><b>Goal 3</b></p>	<p>To build student resilience with a particular focus on mental and physical health</p>
<p><b>Target 3.1</b></p>	<p>Upward trend in Student Survey</p> <ul style="list-style-type: none"> <li>• Student safety</li> <li>• Social Engagement</li> </ul> <p>Upward trend in Parent Survey</p> <ul style="list-style-type: none"> <li>• Student safety</li> <li>• Social skills</li> <li>• Connectedness</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Health and wellbeing</p>	<p>To continue developing and implementing quality programs that strengthen the resilience skills of students across the school.</p>



## 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 student learning outcomes in Literacy and Numeracy with particular focus on writing, reading and number.	Yes	<p>Strategic Plan Targets</p> <ol style="list-style-type: none"> <li>1. An average growth of 12 months in standardised school wide Numeracy and Reading progress tests</li> <li>2. Appropriate growth in English online assessment P-2</li> <li>3. An average growth of 0.8 in On demand testing 3-6</li> <li>4. NAPLAN improvement data will show Less than 25% of students having low growth and greater than 25% of students having high growth</li> </ol>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To increase the number of students in Year 3 achieving at the top two bands in Writing NAPLAN from 7% in 2018 to 20% in 2019.</p> <p>To increase the number of students in Year 5 achieving at the top two bands in Writing NAPLAN from 0% in 2018 to 15% in 2019.</p> <p>To increase the number of students making high growth in Writing from 15% in 2018 to 25% in 2019.</p>
Provide an engaging relevant and meaningful learning environment for all students.	Yes	<p>Upward trend in parent survey upward trend in Staff Survey</p> <ul style="list-style-type: none"> <li>• Trust in students and parents</li> <li>• Parent and community involvement</li> </ul> <p>Upward trend in Student Survey</p>	<p>To increase the percentage of students endorsing student voice and agency in the ATSS in Grades 4-6 from 60% in 2018 to 75% in 2019.</p> <p>To increase the percentage of students endorsing stimulated learning environment in the ATSS in Grades 4-6 from 71% in 2018 to 80% in 2019.</p> <p>To increase the percentage of parents</p>

		<ul style="list-style-type: none"> <li>• Teaching and learning</li> </ul> <p>Upward trend in parent survey</p> <ul style="list-style-type: none"> <li>• Student engagement</li> <li>• Parent input</li> </ul> <p>Improved student attendance</p>	<p>endorsing student voice and agency in the POS from 89% in 2018 to 92% in 2019.</p>
<p>To build student resilience with a particular focus on mental and physical health</p>	<p>Yes</p>	<p>Upward trend in Student Survey</p> <ul style="list-style-type: none"> <li>• Student safety</li> <li>• Social Engagement</li> </ul> <p>Upward trend in Parent Survey</p> <ul style="list-style-type: none"> <li>• Student safety</li> <li>• Social skills</li> <li>• Connectedness</li> </ul>	<p>To maintain the percentage of parents endorsing confidence and resiliency skills in POS above the State (YOPS 92%, State 83%).</p> <p>To increase the percentage of students endorsing school connectedness in ATSS from 70% in 2018 to 80% in 2019.</p>

<b>Goal 1</b>	To improve student learning outcomes in Literacy and Numeracy with particular focus on writing, reading and number.
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<b>12 Month Target 1.1</b>	To increase the number of students in Year 3 achieving at the top two bands in Writing NAPLAN from 7% in 2018 to 20% in 2019. To increase the number of students in Year 5 achieving at the top two bands in Writing NAPLAN from 0% in 2018 to 15% in 2019. To increase the number of students making high growth in Writing from 15% in 2018 to 25% in 2019.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	To build the capacity of staff in the area of Literacy.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	NAPLAN data indicated low levels in relative growth and achievement in both Grade 3 and Grade 5. Trend data indicates a decline in achievement, particularly in Writing.	
<b>Goal 2</b>	Provide an engaging relevant and meaningful learning environment for all students.	
<b>12 Month Target 2.1</b>	To increase the percentage of students endorsing student voice and agency in the ATSS in Grades 4-6 from 60% in 2018 to 75% in 2019. To increase the percentage of students endorsing stimulated learning environment in the ATSS in Grades 4-6 from 71% in 2018 to 80% in 2019. To increase the percentage of parents endorsing student voice and agency in the POS from 89% in 2018 to 92% in 2019.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Develop in staff a greater understanding and ability to cater for the needs of all students.	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>ATSS data indicates that Student Voice and Agency is an area that needs attention in 2019.  ~Only 60% of all Grade 4-6 students endorsed Student Voice and Agency in ATSS (11% below State and 18% below Network Schools)  ~Grade 6 data was positive and on par with State and close to Network. This indicates that our efforts in Grade 6 are on track.  ~Grades 4 and 5 data were both significantly lower than both the State and the Network. This indicates that our efforts in Grades 4 and 5 need to be adjusted and/or better communicated to and understood by students.</p> <p>In the POS 89% of parents endorsed student voice and agency~ a positive result that we will aim to maintain in 2019.</p>	
<p><b>Goal 3</b></p>	<p>To build student resilience with a particular focus on mental and physical health</p>	
<p><b>12 Month Target 3.1</b></p>	<p>To maintain the percentage of parents endorsing confidence and resiliency skills in POS above the State (YOPS 92%, State 83%).  To increase the percentage of students endorsing school connectedness in ATSS from 70% in 2018 to 80% 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> Health and wellbeing</p>	<p>To continue developing and implementing quality programs that strengthen the resilience skills of students across the school.</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>ATSS data indicates that student resilience needs to be an area of focus in 2019.  ~31% of Grade 4-6 students responded neutrally or in the negative to Resilience.  ~Each individual year level (4, 5 &amp; 6) was 10% or more below Network Schools, Similar Schools and the State.  ~Data for all levels collectively was 17% below Network Schools.</p> <p>POS data indicates that parents are very happy with the work being completed in relation to resilience.</p> <p>In 2018 YOPS relaunched the YCDI Program. In 2019 we will endeavour to consolidate and build upon this work. Our focus will be on students being able to articulate their understanding of what being resilient is and the behaviours associated with resilience.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve student learning outcomes in Literacy and Numeracy with particular focus on writing, reading and number.			
<b>12 Month Target 1.1</b>	To increase the number of students in Year 3 achieving at the top two bands in Writing NAPLAN from 7% in 2018 to 20% in 2019. To increase the number of students in Year 5 achieving at the top two bands in Writing NAPLAN from 0% in 2018 to 15% in 2019. To increase the number of students making high growth in Writing from 15% in 2018 to 25% in 2019.			
<b>KIS 1</b> Building practice excellence	To build the capacity of staff in the area of Literacy.			
<b>Actions</b>	To build the capacity of teachers and ES staff to teach Writing. Action taken will include reviewing current time allocations and practices in relation to the teaching of Writing and setting new agreed protocols and practices for the whole school from Foundation to Grade 6.			
<b>Outcomes</b>	Teachers from Foundation to Grade 6 will adjust/change their practice so as to adopt the protocols in our school-wide teaching and learning model for Writing. This will include: <ul style="list-style-type: none"> <li>~ Allocating an agreed time fraction for the teaching of Writing in their learning programs.</li> <li>~ Ensuring that the content and delivery of lessons is consistent with the school-wide teaching and learning model for Writing.</li> </ul> Consistency of practice in the teaching of Writing between classrooms and across the school will be observed.			
<b>Success Indicators</b>	Student writing samples will show improvement. Teacher judgement data of student learning in Writing will show improvement. Teacher and ES PDP reflections and evidence will show improved knowledge and skills in relation to the teaching of Writing. Teacher work programs will show that: <ul style="list-style-type: none"> <li>~ The time allocated to the teaching of Writing is consistent with the agreed school-wide teaching and learning model for Writing.</li> <li>~ Teachers are using our agreed school-wide teaching and learning model to teach Writing.</li> </ul> Improved NAPLAN results.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

<p>The Literacy Leader, with the support of the School Improvement Team, will review 2018 and 2019 timetables to assess the time allocated to the teaching of Writing. Following this review, new protocols will be established to ensure that an appropriate teaching and learning time is allocated to Writing.</p>	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>The Literacy Leader, with support from the Literacy Curriculum Team, will review the current Writing practices at YOPS and make recommendations about how our practice needs to be maintained, adjusted and/or changed. This will include reviewing how the VCOP framework is being implemented. This KIS will involve: - Providing release time for the Literacy leader. - Scheduling time for the Literacy Curriculum Team to meet</p>	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,200.00  <input type="checkbox"/> Equity funding will be used
<p>Create and implement a school-wide teaching and learning model for Writing with clear protocols from Foundation to Grade 6. This will involve: - Providing release time for the Literacy Leader to create the new model. - Conducting regular professional development sessions for staff to build their knowledge and understanding of the new model. This may include engaging the services of professional development providers from outside the school. - Scheduling time for the Literacy Curriculum Team to review the progress being made with the implementation of the new model.</p>	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Provide an engaging relevant and meaningful learning environment for all students.			
<b>12 Month Target 2.1</b>	To increase the percentage of students endorsing student voice and agency in the ATSS in Grades 4-6 from 60% in 2018 to 75% in 2019. To increase the percentage of students endorsing stimulated learning environment in the ATSS in Grades 4-6 from 71% in 2018 to 80% in 2019. To increase the percentage of parents endorsing student voice and agency in the POS from 89% in 2018 to 92% in 2019.			
<b>KIS 1</b>	Develop in staff a greater understanding and ability to cater for the needs of all students.			

Empowering students and building school pride				
<b>Actions</b>	<p>To build staff knowledge of student voice, student agency and student leadership.</p> <p>To build staff understanding of how student voice, student agency and student leadership contribute positively to student health, well-being and learning outcomes.</p> <p>To build student knowledge and understanding of student voice, student agency and student leadership.</p>			
<b>Outcomes</b>	<p>Our SRC will be an active group of students who meet regularly. Through the SRC students will have input into decisions about how their school operates, opportunities to share their ideas and an avenue to give feedback to their teachers and the School Council.</p> <p>Our Student Leadership model will include more opportunities for students in Foundation to Grade 4.</p> <p>Staff will actively encourage and support students to share their ideas, give opinions and to accept/take on positions of responsibility and leadership.</p>			
<b>Success Indicators</b>	<p>ATSS data will show improved student voice and agency endorsements.</p> <p>POS data endorsing student voice and agency will be maintained or improved.</p> <p>Minutes from SRC meetings and student reflections will show that students have an active role in their learning and how their school operates.</p> <p>School Council meeting minutes will include SRC updates.</p> <p>Staff PDP reflections about how their knowledge of student voice, student agency and student leadership has developed and the actions they have taken to increase student voice, student agency and student leadership in their classrooms and/or the school.</p> <p>Student reflections will indicate that they have a good understanding of student voice, student agency and student leadership.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Appoint a Student Voice Team Leader, form a Student Voice Team.</p> <p>Student Voice Team Leader to create a Student Voice Action Plan for 2019.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1</p> <p>to: Term 1</p>	<p>\$450.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Review how the SRC has been organised and managed. This process will include gathering information, ideas and opinions from both staff and students.</p> <p>Create and implement a plan for the SRC.</p>	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1</p>	<p>\$0.00</p>

		<input checked="" type="checkbox"/> Team Leader(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Review current Student Leadership model and adjust and/or change the current model to include more opportunities for students in Foundation to Grade 4. This process will include gathering information, ideas and opinions from both staff and students.		<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$900.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To build student resilience with a particular focus on mental and physical health				
<b>12 Month Target 3.1</b>	To maintain the percentage of parents endorsing confidence and resiliency skills in POS above the State (YOPS 92%, State 83%). To increase the percentage of students endorsing school connectedness in ATSS from 70% in 2018 to 80% in 2019.				
<b>KIS 1</b> Health and wellbeing	To continue developing and implementing quality programs that strengthen the resilience skills of students across the school.				
<b>Actions</b>	To build student knowledge and understanding of the behaviours and mindset associated with the Y.C.D.I foundations, with a particular focus on resilience and confidence.				
<b>Outcomes</b>	Staff will embed Y.C.D.I language into their daily interactions with students and actively teach the mindset and behaviours associated with confidence and resilience. Students will articulate the mindset and behaviours associated with confidence and resilience.				
<b>Success Indicators</b>	ATSS data will show an improvement in the percentage of students endorsing school connectedness. POS data endorsing confidence and resiliency skills in POS will be above the state.				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>	

<p>A dedicated launch day at the beginning of each term, focussing on 1 foundation of Y.C.D.I. This will involve activities where students are explicitly taught and are provided with opportunities to practise implementing the mindset and behaviours associated with the set foundation.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<p>Teachers will continue to have weekly Y.C.D.I lessons scheduled into their work program.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Staff will acknowledge and celebrate student behaviours that are consistent with the Y.C.D I foundations through the following actions:</p> <ul style="list-style-type: none"> <li>- Telephone calls to parents acknowledge positive student behaviours and actions.</li> <li>- Post cards posted home to students to acknowledge positive student behaviours and actions.</li> <li>- Assemblies where positive student behaviours and actions are acknowledged.</li> <li>- Y.C.D.I certificates presented to students at assemblies acknowledging positive behaviours and actions.</li> <li>- 1:1 discussions with parents acknowledging positive student behaviours and actions.</li> <li>- 1:1 discussions with students acknowledging positive student behaviours and actions.</li> </ul>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$3,000.00	\$3,000.00
Additional Equity funding	\$212,800.00	\$212,800.00
<b>Grand Total</b>	<b>\$215,800.00</b>	<b>\$215,800.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
A dedicated launch day at the beginning of each term, focussing on 1 foundation of Y.C.D.I. This will involve activities where students are explicitly taught and are provided with opportunities to practise implementing the mindset and behaviours associated with the set foundation.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Staff will acknowledge and celebrate student behaviours that are consistent with the Y.C.D I foundations through the following actions:  - Telephone calls to parents acknowledge positive student behaviours and actions. - Post cards posted home to students to acknowledge positive student behaviours and actions. - Assemblies where positive student behaviours and actions are acknowledged. - Y.C.D.I certificates presented to students at assemblies acknowledging positive behaviours and actions.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00

- 1:1 discussions with parents acknowledging positive student behaviours and actions. - 1:1 discussions with students acknowledging positive student behaviours and actions.				
<b>Totals</b>			\$3,000.00	\$3,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Speech Therapist employed 1 day per week.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$20,000.00	\$20,000.00
Leading Teacher employed 3 days per week, to meet P.S.D and wellbeing needs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$66,800.00	\$66,800.00
Employment of a range 1 integration aide @ .8	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$41,000.00	\$41,000.00
Employment of student wellbeing officer	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$85,000.00	\$85,000.00
<b>Totals</b>			\$212,800.00	\$212,800.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>The Literacy Leader, with support from the Literacy Curriculum Team, will review the current Writing practices at YOPS and make recommendations about how our practice needs to be maintained, adjusted and/or changed. This will include reviewing how the VCOP framework is being implemented.</p> <p>This KIS will involve:</p> <ul style="list-style-type: none"> <li>- Providing release time for the Literacy leader.</li> <li>- Scheduling time for the Literacy Curriculum Team to meet</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Create and implement a school-wide teaching and learning model for Writing with clear protocols from Foundation to Grade 6.</p> <p>This will involve:</p> <ul style="list-style-type: none"> <li>- Providing release time for the Literacy Leader to create the new model.</li> <li>- Conducting regular professional development sessions for staff to build their</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>knowledge and understanding of the new model. This may include engaging the services of professional development providers from outside the school.</p> <p>- Scheduling time for the Literacy Curriculum Team to review the progress being made with the implementation of the new model.</p>						
<p>Review current Student Leadership model and adjust and/or change the current model to include more opportunities for students in Foundation to Grade 4. This process will include gathering information, ideas and opinions from both staff and students.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Team Leader(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Teachers will continue to have weekly Y.C.D.I lessons scheduled into their work program.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>