

2019 Annual Implementation Plan

for improving student outcomes

Cobden Primary School (0864)



Submitted for review by Peter Lee (School Principal) on 23 November, 2018 at 03:07 PM

Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 29 November, 2018 at 12:10 PM

Endorsed by Craig Hanks (School Council President) on 29 November, 2018 at 4:30 PM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	

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

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

Enter your reflective comments	<p>2018 was a very successful school year. NAPLAN indicated strong results in all areas. All children were able to feature above National minimum standards in Yr 3 and 5.</p> <p>NAPLAN: Grammar/ Punctuation Target 80% Med-High Growth 2016-18 Matched Cohort- Actual- 100%, Reading: Target 80% Med-High Growth 2016-18 Matched Cohort- Actual- 88.9%, Spelling: Target 80% Med-High Growth 2016-18 Matched Cohort- Actual- 73.1%, Writing: Target 80% Med-High Growth 2016-18 Matched Cohort- Actual- 69.2%, Numeracy: Target 80% Med-High Growth 2016-18 Matched Cohort- Actual- 96.3%</p> <p>Teachers have reported across the board that our target of 1.0 growth in the Literacy and Numeracy streams have been met. School Performance Report 2018 indicates that Cobden Primary School has achieved an overall Influence rating. Achievement Reading/ Numeracy- Influence.</p> <p>We have a relatively young teaching staff with 10 having taught for 7 or less years. This means that mentoring, Professional Learning, Upskilling and Counselling are all very important. We have worked very hard in providing strong professional learning and leadership for the teachers. Staff survey results show that the overall climate endorsement of 85.8%. The staff feel supported at Cobden Primary school.</p>
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	<p>At Cobden Primary School we employ a 'whole school approach' to programs. We have developed a whole school approach to professional learning and a whole school professional learning plan which is aligned to the A.I.P and Strategic Plan. We have consolidated the whole school scope and sequence across English and Mathematics domains which has ensured consistency in planning, teaching and evaluating at the students point of learning. We have supported teachers to improve their individual and collective capacity to improve student literacy outcomes through high quality professional practice. The specific professional learning programs we targeted were Big Write/ VCOP, Sounds Write and Levelled Literacy Interventions.</p>
<p>Considerations for 2020</p>	<p>Our staffing profile is still quite inexperienced. We will be consolidating two programs in 2019. These are Levelled Literacy Intervention and Sounds Write. We are actively training our staff in these programs and expect that they will assist our P-2 students in particular with their Literacy. We expect that the skills learned in the P-2 classes will put the students in good stead for the years ahead. We have been pleased with our Yr 3 Literacy results in the past 4 years and this was a marked improvement from 2014. Our aim is to ensure that we continue to develop strong readers. We are introducing 2 S.T.E.M (Mathematics) specialists at Cobden PS for the next two years. The expectation is that the S.T.E.M specialists will undertake an extensive Professional Learning program and mentor our staff in best practice Mathematics teaching and Learning. We will be focused on consolidating programs that we are currently engaged in and that we know work. They are: Big Write/ VCOP, Spelling Mastery, Maths Mastery.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To improve student achievement growth in literacy and numeracy P-6 with a particular focus on numeracy.
Target 1.1	<p>For the duration of this cycle all students will achieve a rate of growth in numeracy of 1.0. This will be an improvement from an average 90% in 2015.</p> <p>For the duration of this cycle Relative Growth to maintain at an average 80% medium-high category in NAPLAN in numeracy.</p>
Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity for a whole school approach to focused teaching and learning through common language and programs.
Goal 2	To continue to provide a safe, supportive, orderly, inclusive and stimulating environment for the school community.
Target 2.1	<p>For the duration of this cycle the Wellbeing variables in the Student Attitudes to School Survey will average 6.4+. For 2015, Cobden Primary School registered a score of 6.61. This remains above the State average which is 5.80 for the same period.</p> <p>For the duration of this cycle the student attendance rate is to reflect the state mean. The 2014-15 average for CPS stands at 13.45 days per student compared with State Primary Schools of 14.64 for the same period.</p> <p>For the duration of this cycle the Parent opinion survey, student motivation and school connectedness will register at or above the state mean. For 2015, Cobden Primary School registered a score of 6.10. This remains above the State average which is 5.72 for the same period.</p> <p>For the duration of this cycle the Transition variable in parent survey will register above 6.0. For 2015, Cobden Primary School registered a score of 6.31. This remains above the State average which is 5.78 for the same period.</p>
Key Improvement Strategy 2.a	To develop greater ownership of whole school visions and values.

Empowering students and building school pride	
Goal 3	To improve student achievement growth in literacy and numeracy P-6 with a particular focus on reading.
Target 3.1	<p>For the duration of this cycle all students will achieve a rate of growth in reading of 1.0. This will be an improvement from an average 90% in 2015.</p> <p>For the duration of this cycle Relative Growth to maintain at an average 80% medium-high category in NAPLAN in reading.</p>
Key Improvement Strategy 3.a Building practice excellence	Build teacher capacity for a whole school approach to focused teaching and learning through common language and programs.

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 achievement growth in literacy and numeracy P-6 with a particular focus on numeracy.	Yes	<p>For the duration of this cycle all students will achieve a rate of growth in numeracy of 1.0. This will be an improvement from an average 90% in 2015.</p> <p>For the duration of this cycle Relative Growth to maintain at an average 80% medium-high category in NAPLAN in numeracy.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>All non PSD students will achieve 1.0 growth in numeracy in 2019 in line with the Victorian Curriculum. Matched cohort NAPLAN- numeracy- maintain or better medium-high category - 96.3% in 2018. NAPLAN- numeracy- Top 2 Bands maintain or better- Yr 3- 70%, Yr 5- 61%</p>
To continue to provide a safe, supportive, orderly, inclusive and stimulating environment for the school community.	No	<p>For the duration of this cycle the Wellbeing variables in the Student Attitudes to School Survey will average 6.4+. For 2015, Cobden Primary School registered a score of 6.61. This remains above the State average which is 5.80 for the same period.</p> <p>For the duration of this cycle the student attendance rate is to reflect the state mean. The 2014-15 average for CPS stands at 13.45 days per student compared with State Primary Schools of 14.64 for the same period.</p> <p>For the duration of this cycle the Parent opinion survey, student motivation and school connectedness will register at or above the state mean. For 2015, Cobden Primary School registered a score of 6.10. This remains above the State average which is 5.72 for the same period.</p> <p>For the duration of this cycle the Transition variable in parent survey will register above 6.0. For 2015, Cobden Primary School</p>	

		registered a score of 6.31. This remains above the State average which is 5.78 for the same period.	
To improve student achievement growth in literacy and numeracy P-6 with a particular focus on reading.	Yes	<p>For the duration of this cycle all students will achieve a rate of growth in reading of 1.0. This will be an improvement from an average 90% in 2015.</p> <p>For the duration of this cycle Relative Growth to maintain at an average 80% medium-high category in NAPLAN in reading.</p>	<p>All non PSD students will achieve 1.0 growth in reading in 2019 in line with the Victorian Curriculum.</p> <p>Matched cohort NAPLAN- reading- maintain or better medium-high category - 90% in 2018.</p> <p>NAPLAN- reading- Top 2 Bands maintain or better- Yr 3- 90%, Yr 5- 46%</p>

Goal 1	To improve student achievement growth in literacy and numeracy P-6 with a particular focus on numeracy.	
12 Month Target 1.1	All non PSD students will achieve 1.0 growth in numeracy in 2019 in line with the Victorian Curriculum. Matched cohort NAPLAN- numeracy- maintain or better medium-high category - 96.3% in 2018. NAPLAN- numeracy- Top 2 Bands maintain or better- Yr 3- 70%, Yr 5- 61%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity for a whole school approach to focused teaching and learning through common language and programs.	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.	Our core business is to ensure students get the best opportunity to become lifelong learners. This is particularly so in the area of numeracy. We have made some great gains in growth across all numeracy areas - especially since 2015. Over the past few years we have sustained growth which is comparable with the highest in the state. We have invested a great deal of equity money in mentoring, Professional Learning and programs to ensure that our teachers are confident and feel supported and so our students meet their goals. 2019 is an exciting year because we have been accepted into the S.T.E.M program - Mathematics. We will have two mentor teachers who will be released to undertake intensive Professional Learning in Mathematics research and pedagogy. We will have several staff with 0-3 years experience and so this is a great opportunity to immerse them in best practice in Mathematics delivery. I believe we have a climate of high trust, collaboration, and effective leadership - as evidenced by our staff survey. We expect to balance that by being precise and clear about the data sets we are using and what they are telling us about our students. Our Professional Learning plan is geared toward consolidating our staff's knowledge about their students and how to convert their knowledge into meaningful strategies which will improve student outcomes. A safe, supported and orderly environment will be key.	
Goal 2	To improve student achievement growth in literacy and numeracy P-6 with a particular focus on reading.	
12 Month Target 2.1	All non PSD students will achieve 1.0 growth in reading in 2019 in line with the Victorian Curriculum. Matched cohort NAPLAN- reading- maintain or better medium-high category - 90% in 2018. NAPLAN- reading- Top 2 Bands maintain or better- Yr 3- 90%, Yr 5- 46%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Building practice excellence	Build teacher capacity for a whole school approach to focused teaching and learning through common language and programs.	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.	Our core business is to ensure students get the best opportunity to become lifelong learners. All people need to be literate. We have made some great gains in growth across reading during this cycle but we know that with new staff entering our team we need to ensure that they have the best possible support. The strong results in reading are sustainable but only through dedication to it. We will continue to develop the two new programs from 2018- Levelled Literacy Intervention and Sounds Write. We have invested a great deal of equity money in mentoring, Professional Learning and programs to ensure our staff are best equipped to ensure students meet their goals. 2019 will be a year of consolidation for several of our staff but as mentioned there a several new staff entering our team and so it will be a priority that they have the learning and support required to develop strong pedagogical habits. I believe we have a climate of high trust, collaboration, and effective leadership - as evidenced by our staff survey. We expect that we have a strong consistency across the school in our delivery of reading so that all children have the best opportunity to thrive.	

Define Actions, Outcomes and Activities

Goal 1	To improve student achievement growth in literacy and numeracy P-6 with a particular focus on numeracy.
12 Month Target 1.1	All non PSD students will achieve 1.0 growth in numeracy in 2019 in line with the Victorian Curriculum. Matched cohort NAPLAN- numeracy- maintain or better medium-high category - 96.3% in 2018. NAPLAN- numeracy- Top 2 Bands maintain or better- Yr 3- 70%, Yr 5- 61%
KIS 1 Building practice excellence	Build teacher capacity for a whole school approach to focused teaching and learning through common language and programs.
Actions	<p>Workforce Planning and Strategic Resource Management: Evaluate and Diagnose the school's approach to distributed and shared leadership. Reflect on how instructional leadership could be further developed in the school to strengthen the teaching of numeracy. Develop and plan for implementing the changes in workforce planning. Ensure a strong line of sight between the A.I.P and staff PDPs.</p> <p>Professional Learning: Identify the action the professional learning needs of the leadership team and staff. Develop a whole school Professional Learning plan that caters for the collective and individual learning needs of leaders and staff.</p> <p>Monitoring Using the Improvement Cycle: Utilise SPOT and FISO to monitor progress. Utilise the improvement cycle to monitor progress of student learning growth. Establish routine processes and procedures to enable a disciplined use of the improvement cycle. Collective action on challenges/ blockers to whole school improvement. Ensure PL for staff is embedded in the approach to implementation. Use data and evidence to monitor progress and adjust strategies.</p>
Outcomes	<p>Evidence of Impact:</p> <p>This strategy is demonstrated when: Leaders Draw on current research and utilise the improvement cycle to plan, implement, monitor and evaluate this work- e.g Leadership Team, PLC/ PLT</p>

	<p>Provide ongoing feedback and support to build collective efficacy of staff- PDP's, PLT, Peer Obs- Mentoring. Identify and target areas of professional development to build collective efficacy- e.g S.T.E.M.</p> <p>Teachers Evaluate the impact of their teaching on learning by analysing feedback and multiple sources of data. Challenge and support each other to improve professional practice. Monitor student learning and support students to move towards independent practice.</p> <p>Students Actively engage with and co-create the learning goals to plan their own learning. Self-monitor their progress. Frame future learning goals based on identified strengths and areas for improvement. Can move with confidence from worked examples to independent practice.</p> <p>Community Parents will be actively engaged in supporting their students' learning goals. Parents will receive accurate and timely feedback on their students' outcomes. School Community organisations will be visible and active in the learning programs at school.</p>
<p>Success Indicators</p>	<p>Professional Learning: Develop a whole school professional learning plan that caters for the collective and individual learning needs of leaders and staff</p> <p>Leadership Develop, consult and finalise a professional development plan that includes STEM, PD days, Professional Practice days.</p> <p>Staff Provide input and feedback for the professional development plan. Teachers identify collaborate with leadership to finalise how they will use their PP days. Staff build this Professional Learning Plan into their PDPs.</p> <p>Monitoring using the Improvement Cycle Ensure professional learning for staff is aligned to the school priority- numeracy and the STEM program.</p> <p>Leaders Develop a meeting schedule that defines professional learning. Develop a peer observations schedule, protocols and processes.</p>

	<p>Use the improvement cycle to frame this work and make it visible and actioned in all processes.</p> <p>Teachers Use multiple sources of feedback to design improvement goals (PDP). Give and receive feedback through the peer observation program. Participate in PLT's to reflect of current practice and professional learning to develop next steps.</p> <p>Data/ Evidence The following data sets will be used to determine the progress/ success of the numeracy programs at Cobden Primary School: NAPLAN, Teacher Judgements, Attitudes to School Survey, Staff Survey, Parent Survey, PAT Maths and Staff PDP's.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Staff are to review the numeracy assessment practices and reflect on how deeply they are integrated in and align with the assessment culture and strategies at Cobden Primary School. (Practice Principles 6.3) Milestone: This is evident when numeracy assessment is used consistently across Cobden Primary School.</p>	<input checked="" type="checkbox"/> Leadership Team <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>Working with colleagues, S.T.E.M coordinators share their knowledge on evidence based strategies and how a collaborative approach contributes to improved numeracy outcomes for students and teachers at Cobden Primary School. (Practice Principles 7.3) Milestone: This is evident when staff build knowledge and skills by applying evidence based strategies in the delivery of numeracy.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>The Principal ensures a rigorous and merit based process is followed in the selection of two suitable S.T.E.M coordinators for Cobden Primary School. Milestone: This is evident when two suitable teachers are appointed as S.T.E.M coordinators.</p>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Teachers identify and target their numeracy PL goals in their PDP's in line with the whole school plan. (Practice Principle 7.2) Milestone: This is evident when staff numeracy PL goals align with the whole school PL plan.</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>Teachers plan and implement new practices using the Framework for Improving Student Outcomes (FISO) Improvement Cycle when planning, implementing and evaluating numeracy programs at Cobden Primary School. Milestone: This is evident when teachers implement FISO Improvement Cycle in delivering numeracy at Cobden Primary School.</p>	<input checked="" type="checkbox"/> Principal <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
Goal 2	To improve student achievement growth in literacy and numeracy P-6 with a particular focus on reading.			
12 Month Target 2.1	All non PSD students will achieve 1.0 growth in reading in 2019 in line with the Victorian Curriculum. Matched cohort NAPLAN- reading- maintain or better medium-high category - 90% in 2018. NAPLAN- reading- Top 2 Bands maintain or better- Yr 3- 90%, Yr 5- 46%			
KIS 1 Building practice excellence	Build teacher capacity for a whole school approach to focused teaching and learning through common language and programs.			
Actions	<p>Workforce Planning and Strategic Resource Management: Evaluate and Diagnose the school' approach to distributed and shared leadership. Reflect on how instructional leadership could be further developed in the school to strengthen the teaching of reading. Develop and plan for implementing the changes in workforce planning. Ensure a strong line of sight between the A.I.P and staff PDPs.</p> <p>Professional Learning: Identify the action the professional learning needs of the leadership team and staff. Develop a whole school Professional Learning plan that caters for the collective and individual learning needs of leaders and staff.</p> <p>Monitoring Using the Improvement Cycle:</p>			

	<p>Utilise SPOT and FISO to monitor progress. Utilise the improvement cycle to monitor progress of student learning growth. Establish routine processes and procedures to enable a disciplined use of the improvement cycle. Collective action on challenges/ blockers to whole school improvement. Ensure PL for staff is embedded in the approach to implementation. Use data and evidence to monitor progress and adjust strategies.</p>
<p>Outcomes</p>	<p>Evidence of Impact:</p> <p>This strategy is demonstrated when:</p> <p>Leaders Draw on current research and utilise the improvement cycle to plan, implement, monitor and evaluate this work- e.g Leadership Team, PLC/ PLT Provide ongoing feedback and support to build collective efficacy of staff- PDP's, PLT, Peer Obs- Mentoring. Identify and target areas of professional development to build collective efficacy- e.g Wimmera South West Area Reading Project - Sounds Write, Levelled Literacy Intervention (L.L.I).</p> <p>Teachers Evaluate the impact of their teaching on learning by analysing feedback and multiple sources of data. Challenge and support each other to improve professional practice. Monitor student learning and support students to move towards independent practice.</p> <p>Students Actively engage with and co-create the learning goals to plan their own learning. Self-monitor their progress. Frame future learning goals based on identified strengths and areas for improvement. Can move with confidence from worked examples to independent practice.</p> <p>Community Parents will be actively engaged in supporting their students' learning goals. Parents will receive accurate and timely feedback on their students' outcomes. School Community organisations will be visible and active in the learning programs at school.</p>
<p>Success Indicators</p>	<p>Professional Learning: Develop a whole school professional learning plan that caters for the collective and individual learning needs of leaders and staff</p>

	<p>Leadership Develop, consult and finalise a professional development plan that includes Wimmera South West Area Reading Project - Sounds Write, Levelled Literacy Intervention (L.L.I), PD days, Professional Practice days.</p> <p>Staff Provide input and feedback for the professional development plan. Teachers identify collaborate with leadership to finalise how they will use their PP days. Staff build this Professional Learning Plan into their PDPs.</p> <p>Monitoring using the Improvement Cycle Ensure professional learning for staff is aligned to the school priority- reading and the Wimmera South West Area Reading Project - Sounds Write.</p> <p>Leaders Develop a meeting schedule that defines professional learning. Develop a peer observations schedule, protocols and processes. Use the improvement cycle to frame this work and make it visible and actioned in all processes.</p> <p>Teachers Use multiple sources of feedback to design improvement goals (PDP). Give and receive feedback through the peer observation program. Participate in PLT's to reflect of current practice and professional learning to develop next steps.</p> <p>Data/ Evidence The following data sets will be used to determine the progress/ success of the numeracy programs at Cobden Primary School: NAPLAN, Teacher Judgements, Attitudes to School Survey, Staff Survey, Parent Survey, PAT Reading, Running Records and Staff PDP's.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
The Principal ensures equity funding is used to release the Learning Specialist 0.5 to undertake PL, staff mentoring and coaching in the delivery of Reading at Cobden Primary School. Milestone: This is evident when the Learning Specialist has delivered PL,	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$52,861.00 <input checked="" type="checkbox"/> Equity funding will be used

mentoring and coaching to all teaching staff at Cobden Primary School.				
Staff are to review the reading assessment practices and reflect on how deeply they are integrated in and align with the assessment culture and strategies at Cobden Primary School. (Practice Principles 6.3) Milestone: This is evident when reading assessment is used consistently across Cobden Primary School.	<input checked="" type="checkbox"/> Leadership Team <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
Working with colleagues, the Learning Specialist shares her knowledge on evidence based strategies and how a collaborative approach contributes to improved reading outcomes for students and teachers at Cobden Primary School. (Practice Principles 7.3) Milestone: This is evident when staff build knowledge and skills by applying evidence based strategies in the delivery of reading.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers identify and target their literacy PL goals in their PDP's in line with the whole school plan. (Practice Principle 7.2) Milestone: This is evident when staff literacy PL goals align with the whole school PL plan.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,320.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers plan and implement new practices using the Framework for Improving Student Outcomes (FISO) Improvement Cycle when planning, implementing and evaluating reading programs at Cobden Primary School. Milestone: This is evident when teachers implement FISO Improvement Cycle in delivering reading at Cobden Primary School.	<input checked="" type="checkbox"/> Principal <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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$72,181.00	\$72,181.00
Additional Equity funding	\$34,560.00	\$34,560.00
Grand Total	\$106,741.00	\$106,741.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
The Principal ensures equity funding is used to release the Learning Specialist 0.5 to undertake PL, staff mentoring and coaching in the delivery of Reading at Cobden Primary School. Milestone: This is evident when the Learning Specialist has delivered PL, mentoring and coaching to all teaching staff at Cobden Primary School.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$52,861.00	\$52,861.00
Working with colleagues, the Learning Specialist shares her knowledge on evidence based strategies and how a collaborative approach contributes to improved reading outcomes for students and teachers at Cobden Primary School. (Practice Principles 7.3) Milestone: This is evident when staff build knowledge and skills by applying evidence based strategies in the delivery of reading.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00
Teachers identify and target their literacy PL goals in their PDP's in line with the whole school plan.	from: Term 1	<input checked="" type="checkbox"/> CRT	\$9,320.00	\$9,320.00

(Practice Principle 7.2) Milestone: This is evident when staff literacy PL goals align with the whole school PL plan.	to: Term 4			
Totals			\$72,181.00	\$72,181.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
CRT Resourcing - S.T.E.M 2 staff at 4 days @ \$395.00p/d	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$3,160.00	\$3,160.00
S.T.E.M- Mathematics Based Resourcing- Essential Assessments Literacy Based Resourcing - Essential Assessments	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,400.00	\$2,400.00
School Based ES 1-1- 0.65 FTE	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$29,000.00	\$29,000.00
Totals			\$34,560.00	\$34,560.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Staff are to review the numeracy assessment practices and reflect on how deeply they are integrated in and align with the assessment culture and strategies at Cobden Primary School. (Practice Principles 6.3)</p> <p>Milestone: This is evident when numeracy assessment is used consistently across Cobden Primary School.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Working with colleagues, S.T.E.M coordinators share their knowledge on evidence based strategies and how a collaborative approach contributes to improved numeracy outcomes for students and teachers at Cobden Primary School. (Practice Principles 7.3)</p> <p>Milestone: This is evident when staff build knowledge and skills by applying evidence based strategies in the delivery of numeracy.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>S.T.E.M</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>The Principal ensures a rigorous and merit based process is followed in the selection of two suitable S.T.E.M coordinators for Cobden Primary School. Milestone: This is evident when two suitable teachers are appointed as S.T.E.M coordinators.</p>	<input checked="" type="checkbox"/> Principal	<p>from: Term 1 to: Term 1</p>	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Teachers identify and target their numeracy PL goals in their PDP's in line with the whole school plan. (Practice Principle 7.2) Milestone: This is evident when staff numeracy PL goals align with the whole school PL plan.</p>	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Teachers plan and implement new practices using the Framework for Improving Student Outcomes (FISO) Improvement Cycle when planning, implementing and evaluating numeracy programs at Cobden Primary School. Milestone: This is evident when teachers implement FISO Improvement Cycle in</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

delivering numeracy at Cobden Primary School.						
The Principal ensures equity funding is used to release the Learning Specialist 0.5 to undertake PL, staff mentoring and coaching in the delivery of Reading at Cobden Primary School. Milestone: This is evident when the Learning Specialist has delivered PL, mentoring and coaching to all teaching staff at Cobden Primary School.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff are to review the reading assessment practices and reflect on how deeply they are integrated in and align with the assessment culture and strategies at Cobden Primary School. (Practice Principles 6.3) Milestone: This is evident when reading assessment is used consistently across Cobden Primary School.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Working with colleagues, the Learning Specialist shares her knowledge on evidence based strategies and how a collaborative approach contributes to improved	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<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"/> Learning Specialist <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> Off-site Deakin University

<p>reading outcomes for students and teachers at Cobden Primary School. (Practice Principles 7.3) Milestone: This is evident when staff build knowledge and skills by applying evidence based strategies in the delivery of reading.</p>				<input checked="" type="checkbox"/> PLC/PLT Meeting	Sounds Write- James Lyra	
<p>Teachers identify and target their literacy PL goals in their PDP's in line with the whole school plan. (Practice Principle 7.2) Milestone: This is evident when staff literacy PL goals align with the whole school PL plan.</p>	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<p>Teachers plan and implement new practices using the Framework for Improving Student Outcomes (FISO) Improvement Cycle when planning, implementing and evaluating reading programs at Cobden Primary School. Milestone: This is evident when teachers implement FISO Improvement Cycle in delivering reading at Cobden Primary School.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site