

2019 Annual Implementation Plan

for improving student outcomes

Frankston Primary School (1464)



Submitted for review by Renee Kennedy (School Principal) on 15 May, 2019 at 08:09 PM
Endorsed by Michael Devine (Senior Education Improvement Leader) on 18 May, 2019 at 03:14 PM
Awaiting endorsement by School Council President

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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	<p>Frankston Primary School completed Self Evaluation and School Review in Term 4 2018. From this process strengths identified included:</p> <ul style="list-style-type: none"> * NAPLAN data - 80% and above of students achieved medium to high growth in Reading, Writing, Numeracy, Spelling and Grammar and Punctuation in 2018 * NAPLAN data - 30% of students achieved high growth in Spelling and Grammar and Punctuation in 2018 * Attitudes to School Survey reflecting achievement within the 4th quartile, reflecting strong connectedness to peers and connectedness to school * Staff Opinion Survey and Parent Opinion Survey reflects positively * Highly motivated staff * Focus on an inclusive environment - strong recognition of school diversity and multi-culturalism * Focus on promoting and supporting an engaging environment through Engagement Program
Considerations for 2019	<p>At the conclusion of the Term 4 2018 School Review the considerations for school focus areas included:</p> <ul style="list-style-type: none"> • English and Mathematics, particularly improving student achievement in Reading, Writing and Numeracy

	<ul style="list-style-type: none"> • Development a Whole school Instructional Model • Focus on building teacher data literacy and the development of consistent whole school practice, policy and timelines • Increasing community engagement – promoting educational partnerships • Improving student attendance
<p>Documents that support this plan</p>	<p>FPS 2018 School Review Report.docx (1.09 MB) PRES Frankston Primary School (1464) - Overall.docx (0.3 MB)</p>

SSP Goals Targets and KIS

Goal 1	Improve reading, writing and numeracy outcomes for all students.
Target 1.1	<ul style="list-style-type: none"> ● By 2022, the percentage of Year 5 students making high relative NAPLAN growth in reading will be at or above 25 per cent. ● By 2022, the percentage of students making high relative NAPLAN growth in writing will be at or above 25 per cent. ● By 2022, the percentage of students making high relative NAPLAN growth in numeracy will be at or above 25 per cent.
Target 1.2	<ul style="list-style-type: none"> ● By 2022, the percentage of students assessed in the top two bands of NAPLAN reading, will be 55 per cent or higher for Year 3 and 35 per cent or higher for Year 5. ● By 2022, the percentage of students assessed in the top two bands of NAPLAN writing, will be 55 per cent or higher for Year 3 and 25 per cent or higher for Year 5. ● By 2022, the percentage of students assessed in the top two bands of NAPLAN numeracy, will be 30 per cent or higher for Year 3 and 35 per cent or higher for Year 5.
Target 1.3	<ul style="list-style-type: none"> ● By 2022, the percentage of F-6 students assessed at or above the expected level in reading and viewing will be at or above the 2018 benchmark. ● By 2022, the percentage of F-6 students assessed at or above the expected level in writing will be at or above the 2018 benchmark. ● By 2022, the percentage of F-6 students assessed at or above the expected level in all three Maths Strands will be at or above the 2018 benchmark.
Target 1.4	<ul style="list-style-type: none"> ● Reading: PAT testing target (to be finalised by the school)

	<ul style="list-style-type: none"> Numeracy: PAT testing target (to be finalised by the school)
Key Improvement Strategy 1.a Building practice excellence	Develop and embed a whole school evidenced-based instructional model for reading, writing and numeracy.
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data in order to inform planning and promote the teaching of students at their point of need.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Build teacher capacity through the development of a whole school peer observation, coaching
Goal 2	To improve student engagement.
Target 2.1	By 2022, the average number of absence days per student will be less than the school's 2015 – 2017 average of 17.14 absence days per student.
Target 2.2	By 2022, the Parent Opinion Survey score for 'Parent Participation and Involvement' will be at or above a 75 per cent approval rating.
Target 2.3	By 2022, the Parent Opinion Survey score for 'Teacher Communication' will be at or above an 85 per cent approval rating.
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Develop a school attendance policy outlining clear strategies to improve student attendance.

Key Improvement Strategy 2.b Health and wellbeing	Review, develop, implement and monitor consistent whole school student wellbeing approaches.
Key Improvement Strategy 2.c Parents and carers as partners	Develop a 'parent as partners' plan (or similar), focusing on improved communication, engagement and parent participation.
Goal 3	To improve Language Learning outcomes for all students through a Language Program.
Target 3.1	Language Program to be staffed through a qualified Language Teacher.
Key Improvement Strategy 3.a Building practice excellence	Develop a school Language Program through a qualified Language Teacher.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve reading, writing and numeracy outcomes for all students.	Yes	<ul style="list-style-type: none"> By 2022, the percentage of Year 5 students making high relative NAPLAN growth in reading will be at or above 25 per cent. By 2022, the percentage of students making high relative NAPLAN growth in writing will be at or above 25 per cent. By 2022, the percentage of students making high relative NAPLAN growth in numeracy will be at or above 25 per cent. 	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. 2019 NAPLAN Reading High Relative Growth: * Year 5 Growth - at or above 15%.
		<ul style="list-style-type: none"> By 2022, the percentage of students assessed in the top two bands of NAPLAN reading, will be 55 per cent or higher for Year 3 and 35 per cent or higher for Year 5. By 2022, the percentage of students assessed in the top two bands of NAPLAN writing, will be 55 per cent or higher for Year 3 and 25 per cent or higher for Year 5. By 2022, the percentage of students assessed in the top two bands of NAPLAN numeracy, will be 30 per cent or higher for Year 3 and 35 per cent or higher for Year 5. 	2019 NAPLAN Reading Top Two Bands: * Grade 3 students - 49% * Grade 5 students - 25%
		<ul style="list-style-type: none"> By 2022, the percentage of F-6 students assessed at or above the expected level in reading and viewing will be at or above the 2018 benchmark. 	F - 6 students at or above expected level in Reading to be above 2018 benchmark.

		<ul style="list-style-type: none"> • By 2022, the percentage of F-6 students assessed at or above the expected level in writing will be at or above the 2018 benchmark. • By 2022, the percentage of F-6 students assessed at or above the expected level in all three Maths Strands will be at or above the 2018 benchmark. 	
		<ul style="list-style-type: none"> • Reading: PAT testing target (to be finalised by the school) • Numeracy: PAT testing target (to be finalised by the school) 	PAT Reading: * 75% of students in Year 1 - 6 meet PAT Mean Score or above.
To improve student engagement.	Yes	By 2022, the average number of absence days per student will be less than the school's 2015 – 2017 average of 17.14 absence days per student.	2019 Attendance: * Average number of absence days per student to be less than 17.14 days per student.
		By 2022, the Parent Opinion Survey score for 'Parent Participation and Involvement' will be at or above a 75 per cent approval rating.	2019 Parent Opinion Survey - Parent Participation and Involvement: * At or above 72%
		By 2022, the Parent Opinion Survey score for 'Teacher Communication' will be at or above an 85 per cent approval rating.	NA
To improve Language Learning outcomes for all students through a Language Program.	Yes	Language Program to be staffed through a qualified Language Teacher.	2019 Qualified Language Teacher: * French Virtual Language Program utilising Edithvale PS Language Teacher to commence.

Goal 1	Improve reading, writing and numeracy outcomes for all students.	
12 Month Target 1.1	2019 NAPLAN Reading High Relative Growth: * Year 5 Growth - at or above 15%.	
12 Month Target 1.2	2019 NAPLAN Reading Top Two Bands: * Grade 3 students - 49% * Grade 5 students - 25%	
12 Month Target 1.3	F - 6 students at or above expected level in Reading to be above 2018 benchmark.	
12 Month Target 1.4	PAT Reading: * 75% of students in Year 1 - 6 meet PAT Mean Score or above.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop and embed a whole school evidenced-based instructional model for reading, writing and numeracy.	Yes
KIS 2 Curriculum planning and assessment	Develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data in order to inform planning and promote the teaching of students at their point of need.	Yes
KIS 3 Evidence-based high-impact teaching strategies	Build teacher capacity through the development of a whole school peer observation, coaching	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>During 2019 Reading is a key improvement focus area for Frankston Primary School. Our work in this area stems clearly from evidence discussed within our School Review during Term 4 2018 - including a focus on developing a whole school consistent evidence-based instructional model and teacher and whole school data literacy practice.</p> <p>The School Review highlighted a focus on building teacher capacity - and a central key improvement strategy was developed to build a whole school coaching and peer observation model as a means to support the building of teacher capacity.</p> <p>A starting focus area for Frankston Primary School has been the participation in Bastow Leading Literacy Program (Reading and Vocabulary) during Term 1 and Term 2, by a triad team (the Principal, Learning Specialist and Class Teacher) in order to support the development of current best evidence-based practice and the development of a whole school Instructional Reading Model.</p> <p>At the end of 2018 Frankston Primary School introduced the implementation of PAT Assessment as a form of whole school standardised testing. Moving into 2019 will see a focus on developing teacher capacity to utilise this student data in order to plan for student learning, utilising PAT in the triangulation of student achievement along with NAPLAN, and the development of data walls in order to support robust conversations supporting effective teaching and learning.</p> <p>The Learning Specialist has been released during 2019 0.4 in order to support the implementation of our new whole school Instructional Reading Model through coaching and modeling and building the capacity of classroom teachers.</p>	
<p>Goal 2</p>	<p>To improve student engagement.</p>	
<p>12 Month Target 2.1</p>	<p>2019 Attendance: * Average number of absence days per student to be less than 17.14 days per student.</p>	
<p>12 Month Target 2.2</p>	<p>2019 Parent Opinion Survey - Parent Participation and Involvement: * At or above 72%</p>	
<p>12 Month Target 2.3</p>	<p>NA</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	

KIS 1 Setting expectations and promoting inclusion	Develop a school attendance policy outlining clear strategies to improve student attendance.	Yes
KIS 2 Health and wellbeing	Review, develop, implement and monitor consistent whole school student wellbeing approaches.	Yes
KIS 3 Parents and carers as partners	Develop a 'parent as partners' plan (or similar), focusing on improved communication, engagement and parent participation.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>During 2019 developing processes and a focus on reducing student absence will be a key improvement focus area for Frankston Primary School.</p> <p>Our work in this area stems clearly from evidence discussed within our School Review during Term 4 2018 where our school data indicated student absence rates as higher than the state average and similar schools. During Term 1 a Student Well Being AIP Team was established with a focus on developing a school attendance policy and clear strategies and processes to improve student attendance.</p> <p>During 2019 a focus on developing student engagement has been supported in Term 1 through the introduction of Restorative Practices as a whole school approach to building and maintaining relationships. The Well Being AIP Team was established with a 2019 focus on developing Respectful Relationships across the school by end 2019, and to begin the process of reviewing and developing consistent whole school evidence-based student well being approaches as highlighted within the Term 4 2018 School Review.</p> <p>A review of data and feedback during the Term 4 2018 School Review from parents and staff, highlighted a key improvement focus to build parent involvement and participation. At the end of 2018 Ministerial Approval was granted for the formal set up of a Parents and Carers Association and the work with the association started development during the school in Term 1.</p>	
Goal 3	To improve Language Learning outcomes for all students through a Language Program.	
12 Month Target 3.1	2019 Qualified Language Teacher: * French Virtual Language Program utilising Edithvale PS Language Teacher to commence.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Building practice excellence	Develop a school Language Program through a qualified Language Teacher.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The VRQA process of the Term 4 2018 School Review highlighted the key improvement strategy to build a Language Program through a qualified Language Teacher. During Term 4 2018 it was deemed appropriate for Frankston Primary School to start the development of a virtual learning language program for students Prep - Grade 6, with a focus on French Language due to the school's previous Cultural Studies program having focused on aspects of the French language in previous years. A relationship between Frankston Primary School and Edithvale Primary School developed with a focus on utilising their expert French Language Teacher as a means for developing a virtual learning French Language Program for Frankston Primary School students.	

Define Actions, Outcomes and Activities

Goal 1	Improve reading, writing and numeracy outcomes for all students.
12 Month Target 1.1	2019 NAPLAN Reading High Relative Growth: * Year 5 Growth - at or above 15%.
12 Month Target 1.2	2019 NAPLAN Reading Top Two Bands: * Grade 3 students - 49% * Grade 5 students - 25%
12 Month Target 1.3	F - 6 students at or above expected level in Reading to be above 2018 benchmark.
12 Month Target 1.4	PAT Reading: * 75% of students in Year 1 - 6 meet PAT Mean Score or above.
KIS 1 Building practice excellence	Develop and embed a whole school evidenced-based instructional model for reading, writing and numeracy.
Actions	<p>Engage in evidence-based high impact professional learning in order to develop an evidence-based whole school consistent Reading Instructional Model.</p> <p>Develop a whole school evidence-based Reading Instructional Model and build teacher capacity.</p> <p>Employ a Learning Specialist (0.4 release) that focuses on the development of a Reading Instructional Model - and engages teaching staff in professional learning, coaching conversations, mentoring and modelling lessons.</p> <p>Provide a teacher for 0.2 to support classroom teachers to access coaching and peer observation support.</p> <p>Develop a Reading Action Plan plan that supports the development of the Reading Instructional Model.</p> <p>* Professional Learning - Bastow Leading Literacy Program Term 1 and Term 2 - vertical team involving Principal, Learning Specialist, Classroom Teacher.</p> <p>* Professional Learning - EDI Model (Explicit Direct Instruction) - Learning Specialist and Principal</p> <p>* Professional Learning - Ron Yoshimoto - Structured Synthetics Phonics - Learning Support Teacher</p>
Outcomes	<p>Students:</p> <p>* work with teachers in explicit focused teaching groups and during one-on-one Reading conferences</p> <p>* develop personal Reading stamina through engaging in Independent Reading activities</p>

	<p>Teachers:</p> <ul style="list-style-type: none"> * follow the school Reading Instructional Model with whole school consistency and common language * demonstrate the confidence and skills to talk about the Instructional Reading Model and the implementation in their own practice <p>Leaders:</p> <ul style="list-style-type: none"> * provide regular professional learning and school improvement foci and plans for whole school implementation * provide professional learning with a focus on building teacher capacity in the implementation of model * work through the FISO Improvement cycle and routinely review implementation progress, impact and development - and incorporate findings into whole-school learning and school improvement plans. 			
Success Indicators	<p>FISO Continuuua Development and School focused outcomes - Moving from Evolving to Embedding</p> <ul style="list-style-type: none"> * The school has a clear instructional model that is based on evidence-based current research for improving Reading outcomes * All teachers follow the Reading Instructional Model * Teachers demonstrate the confidence and skills to talk about the high quality teaching model and their classroom practice * Teacher individual performance plans have strong line of sight to the school's goals and targets 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning - Bastow Leading Literacy Program Term 1 and Term 2 - vertical team involving Principal, Learning Specialist, Classroom Teacher.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,800.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning - EDI Model (Explicit Direction Instruction) - Learning Specialist and Principal	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$610.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning - Ron Yoshimoto - Structured Synthetics Phonics - Learning Support Teacher	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,200.00

				<input checked="" type="checkbox"/> Equity funding will be used
Provide whole school professional learning to build teacher capacity in implementing the whole school Instructional Reading Model.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a Reading Action Plan plan that supports the development of the Reading Instructional Model - action plan to incorporate review, development and monitoring of literacy resources, curriculum (reading continuum), literacy subscriptions, teacher resources, implementation plan of whole school professional learning focus.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Employment of Learning Support Teacher 0.6	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$62,537.00 <input checked="" type="checkbox"/> Equity funding will be used
Employment of 0.2 teacher to support coaching and peer observation support (focus on building teacher capacity).	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data in order to inform planning and promote the teaching of students at their point of need.			
Actions	AIP Data Team created and dedicated to supporting the school Data Key Improvement Strategy. Develop a Data Team Action Plan plan that supports the review and development of a consistent whole school approach to			

	<p>assessment and the development of building teacher data literacy. Provide professional development in order to build teacher capacity in effectively reviewing, interpreting and analysing student achievement data. Provide professional development in order to build teacher capacity to effectively review, interpret and analyse student achievement data in order to inform planning and explicit teaching of students at point of need.</p>			
Outcomes	<p>Students: * work with teachers in explicit focused teaching groups and during one-on-one Reading conferences on learning goals that are at direct point of need</p> <p>Teachers: * routinely use a variety of student learning data in order to cater for explicit student learning needs * develop their proficiency at utilising PAT Assessment data in order to cater for explicit student learning needs - whole class, small group and individual level * demonstrate the confidence and skills to talk about their regular use of data at the cohort and classroom level and how data has been utilised in their classroom learning and teaching practice * demonstrate the use of the triangulation of data in order to assist in forming consistent teacher judgement on student achievement</p> <p>Leaders: * work through the FISO Improvement cycle and routinely review its impact on student progress and development, and incorporates findings into whole school professional learning and school improvement plans * prioritise literacy assessment as a main focus of building teacher and whole school practice * review whole school assessment strategies and focus on evidence-based assessment strategies as whole school focus.</p>			
Success Indicators	<p>FISO Continuuua Development and School focused outcomes - Moving from Evolving to Embedding * Teachers use student data to tailor their teaching. * Team planning and professional learning time prioritises assessment data analysis. * Documented whole-school assessment strategies develop teachers' capacity to use a range of assessment data to diagnose learning needs and inform planning for student planning.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
AIP Data Team created and dedicated to supporting the school Data Key Improvement Strategy.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

	<input checked="" type="checkbox"/> School Improvement Team		to: Term 4	<input type="checkbox"/> Equity funding will be used
Develop a Data Team Action Plan plan that supports the building of teacher and whole school data literacy - action plan to incorporate review and plan supporting evidence-based assessment practice, development and monitoring of assessment resources (in conjunction with Student Achievement Team), teacher resources, implementation plan of whole school professional learning focus.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide whole school professional learning to build teacher data literacy.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SIT Team members facilitate Year Level data planning conversations - utilising student achievement data to effectively monitor and review planning, teaching and learning, and monitor student achievement.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SIT Team members hold termly data discussions focusing on student achievement, student learning growth and future planning - particular conversations including supporting identified Students At Risk.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Evidence-based high-impact teaching strategies	Build teacher capacity through the development of a whole school peer observation, coaching			
Actions	Employ a Learning Specialist that focuses on Coaching conversations, mentoring and modeling lessons - and release Learning Specialist 0.4 Develop a Peer Observation schedule that supports classroom teachers to access modelling and observation learning opportunities.			

	Employ a teacher 0.2 that enables classroom teachers to participate in coaching conversations and mentoring with the Learning Specialist and to participate in peer observations.			
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> * work with teachers in well structured Reading lessons and engage fully in learning opportunities <p>Teachers:</p> <ul style="list-style-type: none"> * follow the school Reading Instructional Model with whole school consistency and common language * demonstrate the confidence and skills to talk about the Instructional Reading Model and the implementation in their own practice * will have had the opportunity to engage in coaching conversations and mentoring with the Learning Specialist with a focus to build capacity in implementing whole school Instructional Reading Model * will have had the opportunity to engage in peer observations, reflect and build practice with a focus to build capacity in implementing whole school Instructional Reading Model <p>Leaders:</p> <ul style="list-style-type: none"> * work through the FISO Improvement cycle and routinely review implementation progress, impact and development - and incorporate findings into whole-school learning and school improvement plans with a plan to build a clear Frankston PS Coaching Model and Peer Observation Process and a three year plan for professional learning and implementation focused on building capacity of teachers. 			
Success Indicators	<p>FISO Continuuua Development and School focused outcomes - Moving from Evolving to Embedding</p> <ul style="list-style-type: none"> * Teachers have opportunities to observe skilled colleagues, trial and review new strategies, receive feedback and focused coaching to support changes to their practice * The school has explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Release of a Learning Specialist 0.4 with a focus providing coaching conversations, mentoring and modelling lessons.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$37,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve student engagement.			

12 Month Target 2.1	2019 Attendance: * Average number of absence days per student to be less than 17.14 days per student.			
12 Month Target 2.2	2019 Parent Opinion Survey - Parent Participation and Involvement: * At or above 72%			
12 Month Target 2.3	NA			
KIS 1 Setting expectations and promoting inclusion	Develop a school attendance policy outlining clear strategies to improve student attendance.			
Actions	Establish a Well Being AIP Team clearly focused on improving student attendance. Develop a school attendance policy outlining clear explicit focused strategies and implementation plan to improve student attendance. Develop clear attendance data tracking - involving reviewing and monitoring clearly focused on analysis of individual, Level and whole school student absence data.			
Outcomes	<p>Students: * whole school student attendance data clearly improves</p> <p>Teachers: * work in teams throughout the school implementing consistent student attendance improvement strategies as outlined in whole school attendance policy and procedures * work in teams throughout the school regularly reviewing, analysing and monitoring student absence data and reviews strategies on a regular basis to review success</p> <p>Leaders: * work through the FISO Improvement cycle and routinely review implementation progress, impact and development - and incorporate findings into whole-school learning and school improvement plans along with review of attendance policy</p>			
Success Indicators	FISO Continuuua Development and School focused outcomes - Moving from Evolving to Embedding * Behaviour management, wellbeing and engagement strategies are evidence-based and sufficiently flexible to support all students.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Establish a Well Being AIP Team clearly focused on improving student attendance.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a school attendance policy outlining clear explicit focused strategies and implementation plan to improve student attendance.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop clear attendance data tracking - involving reviewing and monitoring clearly focused on analysis of individual, Level and whole school student absence data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Review, develop, implement and monitor consistent whole school student wellbeing approaches.			
Actions	Establish a Well Being AIP Team clearly focused on building whole school consistent evidence-based student wellbeing approaches. Review, develop, implement and monitor consistent whole school evidence-based wellbeing approaches throughout school. Develop whole school focus on new School values within whole school approach. Implement focus on whole school Restorative Practices and building whole school positive relational culture - 3 year partnership with Real Schools. Implement whole school consistent approach to Zones of Regulation - developing students' emotional awareness and positive response to regulation. Implement Respectful Relationships Education Program aimed to deliver child abuse awareness and prevention throughout school.			
Outcomes	Students: * build positive relationships with peers and teachers throughout school - building strengths in repairing the harm, building relationships, ownership and accountability actions * participate successfully in active classroom circle time * participate successfully in restorative conferences and work positively to repair relationships			

	<p>* learn to build positive self-regulation strategies to build positive and appropriate emotional responses to situations</p> <p>Teachers:</p> <ul style="list-style-type: none"> * engage students in a variety of circles within the classroom environment to enhance relationships and learning and build positive relational culture * engage students regularly in restorative conferences - focused on 3P 3P 3F - and restoring relationships * support student behaviour with the use of Behaviour Contracts - yard and classroom. * implement regular explicit teaching and support with Zones of Regulation <p>Leaders:</p> <ul style="list-style-type: none"> * work through the FISO Improvement cycle and routinely review implementation progress, impact and development - and incorporate findings into whole-school learning and school improvement plans * engage with community and build community awareness and engagement in Restorative Practice culture, Zones of Regulation and strategies to build home-school connections to support students, 			
Success Indicators	<p>FISO Continuuu Development and School focused outcomes - Moving from Evolving to Embedding</p> <ul style="list-style-type: none"> * Behaviour management, wellbeing and engagement strategies are evidence-based and sufficiently flexible to support all students. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish a Well Being AIP Team clearly focused on building whole school consistent evidence-based student wellbeing approaches.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review, develop, implement and monitor consistent whole school evidence-based wellbeing approaches throughout school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop whole school focus on new School values within whole school approach.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Implement focus on whole school Restorative Practices and building whole school positive relational culture - 3 year partnership with Real Schools.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement whole school consistent approach to Zones of Regulation - developing students' emotional awareness and positive response to regulation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement Respectful Relationships Education Program aimed to deliver child abuse awareness and prevention throughout school.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Parents and carers as partners	Develop a 'parent as partners' plan (or similar), focusing on improved communication, engagement and parent participation.			
Actions	Establish a Parent and Carer Association of Frankston Primary School. Develop a 'parent as partners' plan focusing on improved communication, engagement and parent participation.			
Outcomes	Students: * engagement and attendance will improve with improved connections with parents Teachers: * work towards building multiple ways of communicating with and involving parents Leaders: * work through the FISO Improvement cycle and routinely review implementation progress, impact and development - and			

	incorporate findings into whole-school learning and school improvement plans * engage with and work in partnership with parents and community in building parent participation and involvement throughout school * engage with and provide multiple forums for parent consultation and feedback Community: * engage in multiple ways with the school and provide parent voice and feedback that assists with whole school improvement			
Success Indicators	FISO Continuuua Development and School focused outcomes - Moving from Evolving to Embedding * Parents/Carers are welcomed as partners into the school community and are involved in decision making activities through mechanisms such as parent associations, committees and school council. * The school implements strategies and processes to encourage and empower parents/carers to communicate and engage with the school.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish a Parent and Carer Association of Frankston Primary School.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a 'parent as partners' plan focusing on improved communication, engagement and parent participation.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To improve Language Learning outcomes for all students through a Language Program.			
12 Month Target 3.1	2019 Qualified Language Teacher: * French Virtual Language Program utilising Edithvale PS Language Teacher to commence.			
KIS 1 Building practice excellence	Develop a school Language Program through a qualified Language Teacher.			

Actions	Develop a Language Program through a qualified Language Teacher.			
Outcomes	<p>Students: * engage in a language program delivered weekly * develop their use of their French language skills</p> <p>Specialist Teacher: * deliver an effective French Language Program that engages students, teachers and community</p> <p>Leadership: * support the effective delivery of a French Language Program with resources, time for specialist teacher professional learning and building connections with Edithvale PS and other network connections were appropriate</p> <p>Community: * support the French Language Program through positive feedback and classroom support</p>			
Success Indicators	Implementation of a Virtual Learning French Program from Term 2 - Term 4.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish link with Edithvale PS in order to develop a French Virtual Learning Language Program F - 6.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a French Language Program Action Plan plan that supports the effective implementation of a Virtual Learning French Language Program - action plan to incorporate technology plan enabling virtual link, staffing introduction to Edithvale PS, sequential lesson and curriculum planning, assessment and reporting requirement, resourcing needs, teacher support and resources.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$147,647.00	\$147,647.00
Additional Equity funding	\$73,443.00	\$73,443.00
Grand Total	\$221,090.00	\$221,090.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional Learning - Bastow Leading Literacy Program Term 1 and Term 2 - vertical team involving Principal, Learning Specialist, Classroom Teacher.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> CRT	\$1,800.00	\$1,800.00
Professional Learning - EDI Model (Explicit Direction Instruction) - Learning Specialist and Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$610.00	\$610.00
Professional Learning - Ron Yoshimoto - Structured Synthetics Phonics - Learning Support Teacher	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,200.00	\$2,200.00
Employment of Learning Support Teacher 0.6	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$62,537.00	\$62,537.00

Employment of 0.2 teacher to support coaching and peer observation support (focus on building teacher capacity).	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$21,000.00	\$21,000.00
Release of a Learning Specialist 0.4 with a focus providing coaching conversations, mentoring and modelling lessons.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$37,000.00	\$37,000.00
Develop a school attendance policy outlining clear explicit focused strategies and implementation plan to improve student attendance.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,000.00	\$3,000.00
Review, develop, implement and monitor consistent whole school evidence-based wellbeing approaches throughout school.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,500.00	\$5,500.00
Implement focus on whole school Restorative Practices and building whole school positive relational culture - 3 year partnership with Real Schools.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$14,000.00	\$14,000.00
Totals			\$147,647.00	\$147,647.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
ICT Equipment - support student learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$15,000.00	\$15,000.00

Oral Language Program implementation	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$8,280.00	\$8,280.00
Literacy Resources	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$13,900.00	\$13,900.00
Data Packages - Sentral, PAT, Essential Assessments	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$8,500.00	\$8,500.00
Numeracy Resources	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$6,000.00	\$6,000.00
Library Books	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,050.00	\$3,050.00
PE - supporting FISO - healthy students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Learning Support Resources	from: Term 2 to: Term 4		\$800.00	\$800.00

Professional Learning	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$15,913.00	\$15,913.00
Totals			\$73,443.00	\$73,443.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning - Bastow Leading Literacy Program Term 1 and Term 2 - vertical team involving Principal, Learning Specialist, Classroom Teacher.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
Professional Learning - EDI Model (Explicit Direction Instruction) - Learning Specialist and Principal	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants EDI Consultant	<input checked="" type="checkbox"/> Off-site Bayside Network School
Professional Learning - Ron Yoshimoto - Structured Synthetics Phonics - Learning Support Teacher	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Ron Yoshimoto	<input checked="" type="checkbox"/> Off-site Loch PS
Provide whole school professional learning to build teacher capacity in implementing the whole school Instructional Reading Model.	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Provide whole school professional learning to build teacher data literacy.	<input checked="" type="checkbox"/> Leadership Team	from: Term 3	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team	to: Term 4				
SIT Team members facilitate Year Level data planning conversations - utilising student achievement data to effectively monitor and review planning, teaching and learning, and monitor student achievement.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement focus on whole school Restorative Practices and building whole school positive relational culture - 3 year partnership with Real Schools.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<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"/> External consultants Real School - Adam Voigt	<input checked="" type="checkbox"/> On-site
Establish link with Edithvale PS in order to develop a French Virtual Learning Language Program F - 6.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Departmental resources Network School	<input checked="" type="checkbox"/> Off-site Edithvale PS - Network School
Develop a French Language Program Action Plan that supports the effective implementation of a Virtual Learning French Language Program - action plan to	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Departmental resources Network School	<input checked="" type="checkbox"/> Off-site Edithvale PS

incorporate technology plan enabling virtual link, staffing introduction to Edithvale PS, sequential lesson and curriculum planning, assessment and reporting requirement, resourcing needs, teacher support and resources.						
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