2020 Annual Implementation Plan

for improving student outcomes

Balwyn Primary School (1026)

Submitted for review by Patricia Manicom (School Principal) on 05 December, 2019 at 03:22 PM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 08 December, 2019 at 10:49 AM
Endorsed by Chris Williams (School Council President) on 12 December, 2019 at 09:12 PM

Self-evaluation Summary - 2020

	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 moving towards Excelling
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling

Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Excelling

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

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

Enter your reflective comments	2019 has been a year of robust professional development and targeted teaching and learning. It has been a year where a diverse range of complementary initiatives in Literacy have been implemented. Students, staff and parents view the School as a focused learning environment. Ongoing progress in 2019 has been achieved through a focus on strengthening teacher practice in Reading in a "Train the Trainer Model" facilitated by John Munro, Misty Adoniou PD in Writing and the use of rich mentor texts, PLC Professional learning & the ongoing maintaining an inclusive, positive learning environment and building strong community partnerships. The strategic direction of the school, successfully realised through the PDP process, and informed by the SSP and AIP, was driven through a focused, collaborative, distributed leadership approach. A renewed focus on the Inquiry research cycle and the importance of identifying problems of practice has started to inform collective and collaborative work undertaken in Professional Learning Communities (PLCs). The data wall has provided excellent professional conversations about student progress and learning growth. Staff have utilised comparative data form a range of assessment tools. Respectful Relationship has been embedded and work is currently focused on meaningfully integrating the You Can Do It

	program and our Balwyn values. Our future approach to teaching and learning will continue to be strengthened through: •building consistency, rigor and precision around teacher practice; •the development of a whole school instructional model •deepening cohesion and consistency in curriculum through lines and delivery on a vertical level; •expanding learner agency and engagement in learning and teaching; •maintaining our focused teaching and learning organisational structures; •refining and integrating the authentic use of digital technologies •maintaining critical & creative thinking and to be socially connected and resilient.
Considerations for 2020	Student Voice and Learner Agency An ongoing focus on linking Reading and Writing with a concerted effort placed on lifting the top two bands in Year 5 Writing A focus on Mathematics High relative growth and low relative growth scores need adjusting to reflect greater value add and growth.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To maximise student learning growth across the curriculum with a specific focus on English and Mathematics.
Target 1.1	To increase the percentage of students within the cohort achieving in the top two bands in NAPLAN by 2021.
	Year 3 Reading will increase from 78.5% to 80%
	Year 3 Writing will increase from 78.5% to 80%
	Year 3 Numeracy will increase from 77.2% to 80%
	Year 5 Reading will increase from 54.9% to 60%
	Year 5 Writing will increase from 39.3% to 50%
	Year 5 Numeracy will increase from 56.5% to 60%
	Increase the percentage of students achieving high growth on NAPLAN relative growth reports.
	Domain percentage of students showing high growth from Year 3 to 5 will increase as follows:
	Reading 25.5% will increase to >40%
	Writing 37.2% will increase to >40%
	Numeracy 27.9% will increase to >40%
	Decrease the percentage of students achieving low growth on NAPLAN
	Relative growth report will decrease as follows (2018-2021).

	Reading 18.6% will decrease to 10% Writing 16.28% will decrease to 10% Numeracy 11.63% will decrease to 10%
Key Improvement Strategy 1.a Building practice excellence	Enhance Curriculum and Pedagogical Practices Develop an agreed and consistently implemented Instructional model that ensures that the individual learning needs of all individuals are met
Key Improvement Strategy 1.b Building practice excellence	Develop Leadership Capacity Develop the leadership capacity of the teaching and learning Leaders and the School Improvement Team
Key Improvement Strategy 1.c Building practice excellence	Build Teacher Capacity Build Teacher Capacity to differentiate teaching to challenge and ensure progress for every student.
Goal 2	To maximise student and organisational resilience.
Target 2.1	Classroom Behaviour from 79% to 80%. Student Voice and Learner Agency from 74% to 80%. Transitions from 75% to 80%. Respect for Diversity from 78% to 80%. Growth on the Staff Opinion Survey on the following dimensions: Teacher collaboration from 67.3% to 75%

| | Staff Professional Safety from 62.4% to 70%.

Staff Trust in Colleagues from 76.8% to 80%. |
| --- | --- |
| **Key Improvement Strategy 2.a**
Empowering students and building school pride | Health and Wellbeing

Provide a stimulating, inclusive, safe and secure learning environment, where students are active learners who collaborate, explore and connect with the school and the wider community. |

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To maximise student learning growth across the curriculum with a specific focus on English and Mathematics.	Yes	To increase the percentage of students within the cohort achieving in the top two bands in NAPLAN by 2021. Year 3 Reading will increase from 78.5% to 80% Year 3 Writing will increase from 78.5% to 80% Year 3 Numeracy will increase from 77.2% to 80% Year 5 Reading will increase from 54.9% to 60% Year 5 Writing will increase from 39.3% to 50% Year 5 Numeracy will increase from 56.5% to 60% Increase the percentage of students achieving high growth on NAPLAN relative growth reports. Domain percentage of students showing high growth from Year 3 to 5 will increase as follows: Reading 25.5% will increase to >40% Writing 37.2% will increase to >40%	To increase the percentage of students within the cohort achieving in the top two bands in NAPLAN by 2020. Year 3 Reading will increase or remain equal to the SSP target of 80% (83% attained in 2019). Year 3 Writing will increase or remain equal to the SSP target of 80% (85% attained in 2019). Year 3 Numeracy will increase or remain equal to the SSP target of 80% (83% attained in 2019). Year 5 Reading will increase or remain equal to SSP target of 60% (68% attained in 2019). Year 5 Writing will increase from 38% (attained in 2019) to 50% Year 5 Numeracy will increase or remain equal to SSP target of 60% (71% attained in 2019)

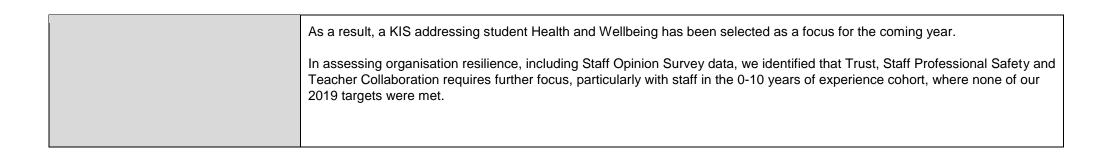| | | Numeracy 27.9% will increase to >40%

Decrease the percentage of students achieving low growth on NAPLAN

Relative growth report will decrease as follows (2018-2021).

Reading 18.6% will decrease to 10%

Writing 16.28% will decrease to 10%

Numeracy 11.63% will decrease to 10% | Increase the percentage of students achieving high growth on NAPLAN relative growth reports.

Domain percentage of students showing high growth from Year 3 to 5 will increase as follows:

Reading 32% (attained in 2019) will be at or greater than 40%

Writing 44% (attained in 2019) will be greater than or equal to than 40%

Numeracy 22% (attained in 2019) will be greater than or equal to 40%

Decrease the percentage of students achieving low growth on NAPLAN as follows:

Reading 22% (attained in 2019) will be at or lower than 10%

Writing 20% (attained in 2019) will be at or lower than 10%

Numeracy 19% (attained in 2019) will be at or lower than 10% |
| To maximise student and organisational resilience. | Yes | Classroom Behaviour from 79% to 80%.

Student Voice and Learner Agency from 74% to 80%.

Transitions from 75% to 80%. | Growth on Student Attitudes to School Survey % of Positive Responses:

Classroom Behaviour from 81% (attained in 2019) to be greater or equal to 80%. |

		Respect for Diversity from 78% to 80%.	Student Voice and Learner Agency from 70% (attained in 2019) to increase to 80%.
		Growth on the Staff Opinion Survey on the following dimensions:	Transitions from 82% (attained in 2019) to be greater or equal to 80%.
		Teacher collaboration from 67.3% to 75%	Respect for Diversity from 81% (attained in 2019) to be greater or equal to 80%.
		Staff Professional Safety from 62.4% to 70%.	Growth on the Staff Opinion Survey on the following dimensions:
		Staff Trust in Colleagues from 76.8% to 80%.	Teacher collaboration from 64% (attained in 2019) to be equal or greater than 75%
			Staff Professional Safety from 54% (attained in 2019) to e greater or equal to 70%.
			Staff Trust in Colleagues from 69% to be greater than or equal to 80%.

Goal 1	To maximise student learning growth across the curriculum with a specific focus on English and Mathematics.
12 Month Target 1.1	To increase the percentage of students within the cohort achieving in the top two bands in NAPLAN by 2020. Year 3 Reading will increase or remain equal to the SSP target of 80% (83% attained in 2019). Year 3 Writing will increase or remain equal to the SSP target of 80% (85% attained in 2019). Year 3 Numeracy will increase or remain equal to the SSP target of 80% (83% attained in 2019).

	Year 5 Reading will increase or remain equal to SSP target of 60% (68% attained in 2019).
	Year 5 Writing will increase from 38% (attained in 2019) to 50%
	Year 5 Numeracy will increase or remain equal to SSP target of 60% (71% attained in 2019)
	Increase the percentage of students achieving high growth on NAPLAN relative growth reports.
	Domain percentage of students showing high growth from Year 3 to 5 will increase as follows:
	Reading 32% (attained in 2019) will be at or greater than 40%
	Writing 44% (attained in 2019) will be greater than or equal to than 40%
	Numeracy 22% (attained in 2019) will be greater than or equal to 40%
	Decrease the percentage of students achieving low growth on NAPLAN as follows:
	Reading 22% (attained in 2019) will be at or lower than 10%
	Writing 20% (attained in 2019) will be at or lower than 10%
	Numeracy 19% (attained in 2019) will be at or lower than 10%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Enhance Curriculum and Pedagogical Practices Develop an agreed and consistently implemented Instructional model that ensures that the individual learning needs of all individuals are met	Yes
KIS 2 Building practice excellence	Develop Leadership Capacity Develop the leadership capacity of the teaching and learning Leaders and the School Improvement Team	No

KIS 3 Building practice excellence	Build Teacher Capacity Build Teacher Capacity to differentiate teaching to challenge and ensure progress for every student.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	NAPLAN and Victorian Curriculum growth data indicates that we need to maximise student learning growth in Literacy and Numeracy, with a specific emphasis on value adding for all students. Increase the percentage of students achieving high growth on NAPLAN relative growth reports. Domain percentage of students showing high growth from Year 3 to year 5 needs to increase as evidenced by the data attained in 2019. There also needs to be a decrease in the percentage of students achieving low growth on NAPLAN as evidenced in the 2019 data. We will continue the work that we started in 2019 with Middle Leaders working to enact meaningful and sustained change in teacher practice. The PLC DET Initiative in which all Team Leaders engaged in, in 2019 will continue to be implemented. Teams will identify a problem of practice and move through the action research cycle/ Inquiry challenge. Professional Learning with Misty Adoniou and John Munro will build on the work started in 2019 and the continued emphasis on strengthening the links between reading and writing in our literacy practice will be sustained. Across the School, we have identified a need to enhance teacher practice and capacity in the use of rich mentor texts in Literacy learning and in the teaching of language, including vocabulary, grammar and spelling. In addition, we want our teachers to understand how to more closely link reading and writing using the lens of text purpose. Professional learning in Mathematics will assist in strengthening teacher practice and confidence in delivering a highly differentiated Mathematics curriculum to support all students. Our instructional model needs to be redesigned/refined and developed and a robust whole staff understanding of this will lead to greater vertical cohesion. This is in alignment with the School's Strategic Plan and further develops the work that was started in 2019.	
Goal 2	To maximise student and organisational resilience.	
12 Month Target 2.1	Growth on Student Attitudes to School Survey % of Positive Responses:	

Classroom Behaviour from 81% (attained in 2019) to be greater or equal to 80%.

Student Voice and Learner Agency from 70% (attained in 2019) to increase to 80%.

Transitions from 82% (attained in 2019) to be greater or equal to 80%.

Respect for Diversity from 81% (attained in 2019) to be greater or equal to 80%.

Growth on the Staff Opinion Survey on the following dimensions:

Teacher collaboration from 64% (attained in 2019) to be equal or greater than 75%

Staff Professional Safety from 54% (attained in 2019) to e greater or equal to 70%.

Staff Trust in Colleagues from 69% to be greater than or equal to 80%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Health and Wellbeing Provide a stimulating, inclusive, safe and secure learning environment, where students are active learners who collaborate, explore and connect with the school and the wider community.	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.	Student Attitudes to School Survey data has revealed the need to continue to work at improving student voice and learner agency. Student voice and learner agency has a positive endorsement of 70%, with 19% of students remaining neutral and 10% responding negatively. Resilience and Learner Confidence (although achieving a positive endorsement of 81% in 2019), is lower than student responses in in 2018. Teacher concern (77% positive endorsement, 8% negative endorsement) also requires some work. In this domain Year 4 & Year 6 students scores (77% and 73% positive endorsement respectively) were lower than 2018. Year 5 (82%) showed an increase of student positive endorsement from 2018 to 2019. In 2019 the BPS Wellbeing Team has implemented the Respectful Relationships program and further work in 2020 will be undertaken. As a school we want to continue to refine our wellbeing program as a whole, meaningfully integrating our School Values, the You Can Do It program and Respectful Relationships.	

	As a result, a KIS addressing student Health and Wellbeing has been selected as a focus for the coming year.
	In assessing organisation resilience, including Staff Opinion Survey data, we identified that Trust, Staff Professional Safety and Teacher Collaboration requires further focus, particularly with staff in the 0-10 years of experience cohort, where none of our 2019 targets were met.

Define Actions, Outcomes and Activities

Goal 1	To maximise student learning growth across the curriculum with a specific focus on English and Mathematics.
12 Month Target 1.1	To increase the percentage of students within the cohort achieving in the top two bands in NAPLAN by 2020. Year 3 Reading will increase or remain equal to the SSP target of 80% (83% attained in 2019). Year 3 Writing will increase or remain equal to the SSP target of 80% (85% attained in 2019). Year 3 Numeracy will increase or remain equal to the SSP target of 80% (83% attained in 2019). Year 5 Reading will increase or remain equal to SSP target of 60% (68% attained in 2019). Year 5 Writing will increase from 38% (attained in 2019) to 50% Year 5 Numeracy will increase or remain equal to SSP target of 60% (71% attained in 2019) Increase the percentage of students achieving high growth on NAPLAN relative growth reports. Domain percentage of students showing high growth from Year 3 to 5 will increase as follows: Reading 32% (attained in 2019) will be at or greater than 40% Writing 44% (attained in 2019) will be greater than or equal to than 40% Numeracy 22% (attained in 2019) will be greater than or equal to 40% Decrease the percentage of students achieving low growth on NAPLAN as follows: Reading 22% (attained in 2019) will be at or lower than 10% Writing 20% (attained in 2019) will be at or lower than 10% Numeracy 19% (attained in 2019) will be at or lower than 10%

KIS 1 Building practice excellence	Enhance Curriculum and Pedagogical Practices Develop an agreed and consistently implemented Instructional model that ensures that the individual learning needs of all individuals are met
Actions	1.Develop an agreed Instructional Model for English and Maths. 2. Using SIT, our peer learning program, Learning Specialists and PLCs, monitor the implementation of the school Instructional Model and refine and modify as required.
Outcomes	Students will: -Be able to explain the purpose of the lesson and the success criteria they are working towards for English and Maths -Verbalise the role of the teacher and the student throughout the lesson -Engage in their learning, working in line with the purpose of the lesson and the success criteria, and be able to identify how their brain has changed. Teachers will: -Implement the agreed English and Maths Instructional Models -Use a shared, common language around learning and engagement -Be responsive to the engagement levels of students and adjust their teaching accordingly -Use curriculum overviews to create scope and sequences at their team levels -Include evidence of use of the Instructional Model in PDP -Develop lesson plans that facilitate the use of the Instructional Model and monitor its use. School Leaders will: -Oversee the development of an agreed instructional model (IM) and continually revisit expectations -Provide relevant learning of the various components of the IM -Develop and refine curriculum overviews -Monitor the Implementation of the IM through planners, attending level meetings and PLCs and learning walks -Incorporate the use of IMs into the PDP process.
Success Indicators	-Instructional Models for English and Maths and Curriculum Overviews will be developed. -Teacher planning documents and practice will reflect the Instructional Models for English and Maths and Curriculum Overviews -Learning Specialists will see evidence of the Instructional Models when observing teacher practice -Teachers will seek feedback through a review component of each lesson -Students will demonstrate an ability to reflect on their learning and how well they met the success criteria, and articulate how their brain has changed in review sessions.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop Instructional Model for English and Maths and Curriculum Overviews.	☑ Curriculum Co-ordinator (s) ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 1	$4,200.00 ☐ Equity funding will be used
Upskill teachers in their understanding and use of the Instructional Models for English and Maths through PD, planning days, team meetings and PLCs.	☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s) ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$16,650.00 ☐ Equity funding will be used
Embed the use of the Instructional Models for English and Maths in teaching practices across the school, evidenced by planning documentation and teacher practice.	☑ All Staff ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$41,000.00 ☐ Equity funding will be used
Explicitly teach students to set goals, reflect on their learning and articulate how their brain has changed.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$84,000.00 ☐ Equity funding will be used
Learning Support and staff professional learning and development provided to scaffold and support students "at risk" ($65K Reading Recovery credit salary). CRT additional intervention, resources, PD- $6K cash budget CRT.	☑ All Staff ☑ Allied Health ☑ Assistant Principal ☑ Education Support	☐ PLP Priority	from: Term 1 to: Term 4	$71,000.00 ☑ Equity funding will be used

KIS 2 Building practice excellence	Build Teacher Capacity Build Teacher Capacity to differentiate teaching to challenge and ensure progress for every student.				
Actions	1. Develop a whole school professional learning plan to met the instructional needs of the teachers with a focus on Literacy and Numeracy, including seeking input and feedback from teachers. 2.Continue to refine and develop the implementation of our Peer Learning Program across the school. 3.Implement the PLC inquiry cycle. 4.Upskill teachers in the HIT strategy of Differentiation.				
Outcomes	The students will: -Be engaged in targeted and differentiated learning experiences in English and Maths -Be able to identify what they know and what they need to learn next. The Teachers will: -Meet Peer Learning goals, and demonstrate this through their PDP -Appropriately target differentiated learning tasks, through collection of data from a range of sources and regular moderation -Operate though the PLC continuous improvement model, identifying a problem of practice (the crumb) working to improve students for outcomes. The Leaders will: -Lead the development and implementation of curriculum -Lead the PLC Inquiry Cycle with their teams -Oversee the analysis of data and assist in developing teachers data literacy to appropriately differentiate their teaching. -Facilitate and deliver whole staff and team professional learning, in line with the Professional Learning Map -Facilitate peer observations and learning walks.				
Success Indicators	-Teachers are implementing strategies and learning sequences developed in PLC inquiry cycles. -Teacher planning documents will show evidence of targeted and differentiated teaching -Student assessment data will indicate that all students will achieve at least 12 months growth, with a significant proportion achieving in excess of 12 months growth. -All teachers will meet the goals of the Peer Learning program. -Professional Learning priorities are observed in classrooms across the school.				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**

All staff are provided opportunities, through staff and team meetings, to understand the School's teaching and learning goals, through familiarity with the AIP, Instructional Model and Professional Learning Map.	☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 1	$6,000.00 ☐ Equity funding will be used
Level teams will follow the PLC inquiry cycle.	☑ All Staff ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$53,500.00 ☐ Equity funding will be used
Peer Learning expectations are set, audited and monitored through the PDP process.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$48,500.00 ☐ Equity funding will be used
Class observations and Learning Walks will audit for evidence of professional learning being enacted in classrooms.	☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$13,500.00 ☐ Equity funding will be used

Goal 2	To maximise student and organisational resilience.
12 Month Target 2.1	Growth on Student Attitudes to School Survey % of Positive Responses: Classroom Behaviour from 81% (attained in 2019) to be greater or equal to 80%. Student Voice and Learner Agency from 70% (attained in 2019) to increase to 80%. Transitions from 82% (attained in 2019) to be greater or equal to 80%.

	Respect for Diversity from 81% (attained in 2019) to be greater or equal to 80%.
	Growth on the Staff Opinion Survey on the following dimensions:
	Teacher collaboration from 64% (attained in 2019) to be equal or greater than 75%
	Staff Professional Safety from 54% (attained in 2019) to e greater or equal to 70%.
	Staff Trust in Colleagues from 69% to be greater than or equal to 80%.
KIS 1 Empowering students and building school pride	Health and Wellbeing Provide a stimulating, inclusive, safe and secure learning environment, where students are active learners who collaborate, explore and connect with the school and the wider community.
Actions	1. Continue to embed the Respectful Relationships program, integrating it with our School Values and the You Can Do It program. 2. Investigate how we want to more effectively implement and monitor Student Voice and Agency and begin to upskill staff in this area, including identifying tools to gather feedback from students.
Outcomes	Students will: -Understand and demonstrate behaviours in line with the School Values, Respectful Relationships and the You Can Do It program. Teachers will: -Authentically implement wellbeing lessons that integrate our School Values with the Respectful Relationships program and the You Can Do It program. Leaders will: -Design ways to integrate our School Values with the Respectful Relationships program and the You Can Do It program -Lead and support the implementation of wellbeing lessons that integrate our School Values with the Respectful Relationships program and the You Can Do It program -Design an action plan and lead staff PD to build skills and knowledge in more effectively developing student voice and agency in our classrooms.
Success Indicators	-Data will show a positive impact on student behaviour, including data from the Parent Survey and the Student Survey -Documentation to support the integration of wellbeing lessons into classrooms is developed and professional learning is provided

	-Teacher planning documents will show evidence of integrated wellbeing lessons -An Action Plan has been developed to build Student Voice and Agency in 2021.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Wellbeing Team and SIT will investigate connections between the School Values, Respectful Relationships and the You Can Do It program, creating an integrated scope and sequence.	☑ Assistant Principal ☑ KLA Leader ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 1	$500.00 ☐ Equity funding will be used
Wellbeing Team will deliver PD to staff to support and monitor the implementation of the scope and sequence.	☑ Assistant Principal ☑ KLA Leader	☐ PLP Priority	from: Term 2 to: Term 4	$200.00 ☐ Equity funding will be used
Wellbeing Team will investigate and design an action plan to incorporate Student Voice and Agency into our learning organisation.	☑ Assistant Principal ☑ KLA Leader	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$71,000.00	$71,000.00
Additional Equity funding	$0.00	$0.00
Grand Total	**$71,000.00**	**$71,000.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Learning Support and staff professional learning and development provided to scaffold and support students "at risk" ($65K Reading Recovery credit salary). CRT additional intervention, resources, PD- $6K cash budget CRT.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Support services	$71,000.00	$71,000.00
Totals			**$71,000.00**	**$71,000.00**

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			**$0.00**	**$0.00**

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop Instructional Model for English and Maths and Curriculum Overviews.	☑ Curriculum Co-ordinator (s) ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 1	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Departmental resources EIL expertise ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Embed the use of the Instructional Models for English and Maths in teaching practices across the school, evidenced by planning documentation and teacher practice.	☑ All Staff ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Literacy expertise ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Explicitly teach students to set goals, reflect on their learning and articulate how their brain has changed.	☑ All Staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants John Munro professional learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site
All staff are provided opportunities, through staff and team meetings, to understand the School's teaching and learning goals, through familiarity with the AIP, Instructional Model and Professional Learning Map.	☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 1	☑ Planning ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Literacy Leaders	☑ On-site
Level teams will follow the PLC inquiry cycle.	☑ All Staff ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Class observations and Learning Walks will audit for evidence of professional learning being enacted in classrooms.	☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Wellbeing Team and SIT will investigate connections between the School Values, Respectful Relationships and the You Can Do It program, creating an integrated scope and sequence.	☑ Assistant Principal ☑ KLA Leader ☑ School Improvement Team	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
Wellbeing Team will investigate and design an action plan to incorporate Student Voice and Agency into our learning organisation.	☑ Assistant Principal ☑ KLA Leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff	☑ On-site