

2021 Annual Implementation Plan

for improving student outcomes

Balwyn Primary School (1026)



Submitted for review by Patricia Manicom (School Principal) on 04 December, 2020 at 05:55 PM
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 11 December, 2020 at 01:46 PM
Endorsed by Chris Williams (School Council President) on 14 December, 2020 at 09:40 PM

Self-evaluation Summary - 2021

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

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

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

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| Enter your reflective comments | <p>2020 has been an unprecedented year in terms of COVID-19 and the ongoing pivoting from onsite to remote and flexible online learning with lower than usual student attendance at the outset of the year coupled with heightened community anxiety. Teachers moved swiftly and with high levels of capability, drive and competence to upskill in Google Classrooms to design the highly differentiated asynchronous model that drove learning and teaching in the first semester. High levels of differentiation were embedded with curated learning intentions and success criteria to ensure students were able to understand and achieve success with every task. Extensive professional learning was on offer and teams and individuals collaborated to support one another during this transition period. Ongoing professional learning dominated weekly staff meetings with a focus on Webex and video making and as the year proceeded with a move to a more synchronous model. Misty Adoniou had provided excellent professional learning in March where staff were reminded of an integrated reading, writing and spelling approach based on examining quality pieces of literature with a focus on high challenge and high support and the importance of a text/language orientation in order to develop a broad repertoire of literacy practices through a deep reservoir of language knowledge, grammar and vocabulary. The pirouetting between onsite and remote and flexible online learning was unrelenting as the year progressed and uncertainty and unpredictability marked the 2020 school year. Energy and passion to provide the very best opportunities for our students drove our teachers and the emergence of</p> |
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| | <p>collaborative planning led to a re-examination of our current modus operandi. It is often through disruption that new ways are forged and a think tank allowed for staff input around perceptions, insights and understandings of what is meant by collaborative planning. Extensive work around an Instructional Model was undertaken.</p> |
| <p>Considerations for 2021</p> | <p>Wellbeing - Increasing Student Voice and Learner Agency across the school. Consistent approach to the teaching and learning of You Can Do It and Respectful Relationships across the school.</p> <p>Achievement - A continuing focus on linking Reading and writing with sustained effort on lifting the top two bands in Year 5 writing, and reducing our low growth in both reading and writing.</p> <ul style="list-style-type: none"> - A renewed focus on students achieving growth in Number in Mathematics, particularly focusing on increasing our high growth. - High relative growth and low relative growth scores need adjusting to reflect greater value add and growth. - Embedding BPS Instructional Model, PLC Inquiry practices and Collaborative Planning. |
| <p>Documents that support this plan</p> | |

SSP Goals Targets and KIS

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| Goal 1 | 2021 Priorities Goal |
| Target 1.1 | Support for the 2021 Priorities |
| Key Improvement Strategy 1.a Building practice excellence | Learning, catch-up and extension priority |
| Key Improvement Strategy 1.b Health and wellbeing | Happy, active and healthy kids priority |
| Key Improvement Strategy 1.c Building communities | Connected schools priority |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Building Practice Excellence - target to achieve growth in PATReading and PATMaths across all year levels, but particularly target increased growth from Year 4 to Year 6, with a target of achieving at least 6 points of growth in the average of the cohort's scale score from one year to the next</p> <p>- target to improve Naplan Relative Growth data in Reading to greater than 35% high growth, and less than 22% low growth; Writing to greater than 45% high growth and less than 20% low growth; and Numeracy to greater than 30% high growth and less than 18% low growth</p> <p>Health and Wellbeing - target to improve our Student Attitudes to School survey data to show positive endorsement of Student Safety - Managing Bullying at 82% or higher</p> <p>Building Communities - target to maintain or improve our Student Attitudes to School survey data to show positive endorsement of student</p> |

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| | | | <p>connectedness and sense of belonging at 85% or higher</p> <p>- target to improve our results on the Student Attitudes to School survey data to show positive endorsement of student voice and agency at 70% or higher</p> |
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| Goal 1 | 2021 Priorities Goal | |
| 12 Month Target 1.1 | <p>Building Practice Excellence</p> <p>- target to achieve growth in PATReading and PATMaths across all year levels, but particularly target increased growth from Year 4 to Year 6, with a target of achieving at least 6 points of growth in the average of the cohort's scale score from one year to the next</p> <p>- target to improve Naplan Relative Growth data in Reading to greater than 35% high growth, and less than 22% low growth; Writing to greater than 45% high growth and less than 20% low growth; and Numeracy to greater than 30% high growth and less than 18% low growth</p> <p>Health and Wellbeing</p> <p>- target to improve our Student Attitudes to School survey data to show positive endorsement of Student Safety - Managing Bullying at 82% or higher</p> <p>Building Communities</p> <p>- target to maintain or improve our Student Attitudes to School survey data to show positive endorsement of student connectedness and sense of belonging at 85% or higher</p> <p>- target to improve our results on the Student Attitudes to School survey data to show positive endorsement of student voice and agency at 70% or higher</p> | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 | Learning, catch-up and extension priority | Yes |

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| Building practice excellence | | |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | Yes |
| KIS 3 Building communities | Connected schools priority | 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>Due to the impact of COVID19 on learning communities throughout 2020, this goal has been set for schools across Victoria in 2021 to ensure priorities focused around maximising student learning, catch-up and extension, helping our students be happy, active and healthy, and connecting our school community.</p> <p>Reflection on 2020 data and achievements indicates the following areas for focus:</p> <p>Building Practice Excellence</p> <ul style="list-style-type: none"> - A continuing focus on linking the development of Reading and Writing skills, with sustained effort on lifting the top two bands in Year 5 Writing, and reducing our low growth in both Reading and Writing - A renewed focus on students achieving growth in Number in Mathematics, particularly focusing on increasing our high growth - High relative growth and low relative growth scores need adjusting to reflect greater value add and growth. - Embedding BPS Instructional Model, PLC Inquiry practices and Collaborative Planning processes <p>Health & Wellbeing</p> <ul style="list-style-type: none"> - Developing a consistent approach to the teaching and learning of You Can Do It, Respectful Relationships and Cybersafety across the school. <p>Building Communities</p> <ul style="list-style-type: none"> - Increasing Student Voice and Learner Agency across the school. - A continuing focus on building student connectedness and sense of belonging - Strengthening relationships between teachers, students and families | |

Define Actions, Outcomes and Activities

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| Goal 1 | 2021 Priorities Goal |
| 12 Month Target 1.1 | <p>Building Practice Excellence</p> <ul style="list-style-type: none"> - target to achieve growth in PATReading and PATMaths across all year levels, but particularly target increased growth from Year 4 to Year 6, with a target of achieving at least 6 points of growth in the average of the cohort's scale score from one year to the next - target to improve Naplan Relative Growth data in Reading to greater than 35% high growth, and less than 22% low growth; Writing to greater than 45% high growth and less than 20% low growth; and Numeracy to greater than 30% high growth and less than 18% low growth <p>Health and Wellbeing</p> <ul style="list-style-type: none"> - target to improve our Student Attitudes to School survey data to show positive endorsement of Student Safety - Managing Bullying at 82% or higher <p>Building Communities</p> <ul style="list-style-type: none"> - target to maintain or improve our Student Attitudes to School survey data to show positive endorsement of student connectedness and sense of belonging at 85% or higher - target to improve our results on the Student Attitudes to School survey data to show positive endorsement of student voice and agency at 70% or higher |
| KIS 1 Building practice excellence | Learning, catch-up and extension priority |
| Actions | <p>Whole School Level:</p> <ul style="list-style-type: none"> Teaching Teams will engage in collaborative planning across the school following our agreed model Curriculum Leaders and Team Leads will lead the embedding of the Instructional Model and the PLC Inquiry challenge approach across the School Peer Learning/Classroom Observations program enacted across the School Prioritise time and resources to support PLCs in building teacher capacity through the PLC cycle, including data analysis and professional learning and reflection Tutors will be employed to help catch up students at risk or needing extension <p>Classroom Level:</p> |

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| | <p>Teachers will follow the Instructional Model in their planning and teaching Teachers will engage in Collaborative Planning for their cohort and classes, including the analysis of data and planning for differentiated point of need teaching Teachers will use HITS and Practice Principles to ensure high quality teaching and learning Teachers engage in peer learning/classroom observations with colleagues Teachers actively engage in the PLC cycle, enacting team decisions into their teaching and learning practice</p> <p>Individual Level: Prioritise time for teachers to discuss data and adapt strategies working for individual students Build staff capacity to understand and implement HITS Teachers reflect and apply new learnings into classroom practice The PLC cycle targets the individual needs of students within the cohort</p> |
| <p>Outcomes</p> | <p>Leaders will: Ensure that collaborative planning will be evident in all planning documentation and classrooms across the school Embed The Instructional Model in teaching and learning across the school, to ensure horizontal and vertical cohesion and consistency Ensure greater consistency and cohesion across the school, and foster improvements in classroom practice through Peer Learning/Classroom Observations Increase teacher capacity through PLCs, completing multiple inquiry cycles across the year Enhance teacher capacity through Collaborative Planning which will result in highly differentiated and targeted teaching and learning, and maximise student learning growth</p> <p>Teachers will: Show evidence of the use of the Instructional Model through teaching and learning in all classrooms Demonstrate a growing understanding and use of effective teaching strategies, such as HITS Engage with the agreed Peer Learning/Classroom Observations model to improve their practice Actively engage in the PLC cycle, to build individual capacity to meet the needs of their students Target their planning and teaching to cater for student point of need Host and visit colleagues to target specific professional learning/classroom observations</p> <p>Students will: Show growth in their learning Engage in quality learning experiences at targeted point of need Students will have input into their learning goals and IEPs</p> |

| Success Indicators | <p>Whole team and class level planning documents will reflect following of the Instructional Model</p> <p>Peer Learning/Classroom Observations Log and PPDs show all teachers participated in and applied new learnings to their practice</p> <p>Whole team and class level planning documents will reflect collaborative planning which has been targeted to individual student needs</p> <p>Teachers can identify improvements in their practice from Peer learning/Classroom Observations</p> <p>Student outcomes will improve to reflect the cohesion and consistency in our teaching approach, supported by HITS and Peer Learning improvements with a particular focus on explicit teaching</p> <p>School Staff Survey will indicate an increase in positive endorsement of collective focus on student learning, teacher collaboration and the use of a guaranteed and viable curriculum</p> <p>Through staff surveys and feedback, teachers will indicate a greater capacity to meet the individual needs of their students</p> <p>Data showing progress in student outcomes, with particular focus on increased high growth and decreased low growth across cohorts</p> | | | |
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| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Instructional Model is embedded in classroom practice across the school | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$4,000.00 <input type="checkbox"/> Equity funding will be used |
| Collaborative planning model will be enacted across the school | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$70,570.00 <input type="checkbox"/> Equity funding will be used |

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| Individual classroom teacher's planning documentation and teaching and learning will show evidence of targeting students' point of need | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$70,570.00 <input type="checkbox"/> Equity funding will be used |
| Implementing coaching, mentoring, and peer learning observations | <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$34,000.00 <input type="checkbox"/> Equity funding will be used |
| Professional learning on effective differentiation and use of data to target students' point of need | <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Team Leader(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$79,040.00 <input type="checkbox"/> Equity funding will be used |
| Misty Adoniou will provide professional learning linking reading and writing through the use of mentor texts | <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$3,500.00 <input type="checkbox"/> Equity funding will be used |
| Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year | <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$14,680.00 <input type="checkbox"/> Equity funding will be used |
| Schedule and organise regular times for teams to meet to engage in PLC inquiry cycle and collaborative planning | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$141,140.00 <input type="checkbox"/> Equity funding will be used |

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| <p>Conduct surveys and seek feedback from staff regularly throughout the year on PLCs and Collaborative Planning</p> | <p><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</p> | <p><input type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$1,700.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |
| <p>Learning support and staff professional learning and development provided to scaffold and support "at risk" students (\$55K Reading Recovery credit salary, \$104,382 Tutor program) Resources and professional development, relief integration aides \$4,781 cash budget</p> | <p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support</p> | <p><input type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$164,163.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> |
| <p>KIS 2 Health and wellbeing</p> | <p>Happy, active and healthy kids priority</p> | | | |
| <p>Actions</p> | <p>Whole School Level Refine whole school approach to wellbeing, embedding You Can Do It and Respectful Relationships, and building a consistent use of positive wellbeing strategies throughout all teaching and learning practices</p> <p>Classroom Level Build teacher capacity to support, monitor and respond to students' wellbeing needs in a positive and timely way, to ensure an effective classroom culture</p> <p>Individual and Tailored Level Build relationships and engage with students and families, including class teachers conducting regular check-ins with at-risk students, and ensuring all students know there is someone who cares about them</p> | | | |
| <p>Outcomes</p> | <p>Leaders will: Provide opportunities for staff and the school community to develop and share a common understanding of the whole school approach to wellbeing Ensure a consistent delivery and understanding of wellbeing practices into school practice, policies and programs Source an external consultant to provide professional learning to refine staff understanding of the BPS wellbeing approach</p> | | | |

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| | <p>Teachers will: Implement agreed wellbeing strategies and develop a strong classroom culture that supports the wellbeing of all members Identify wellbeing needs to provide targeted support in a timely manner Liaise with the Wellbeing Officer, and ensuring appropriate strategies are in place</p> <p>Students will: Provide input and feedback on the newly refined and implemented BPS Wellbeing approach</p> | | | |
| Success Indicators | <p>Shared PL goals around student wellbeing are audited, refined and documented</p> <p>Staff meeting minutes document a shared understanding and implementation of the BPS Wellbeing model</p> <p>All Staff PDPs reflect consistent delivery and understanding of wellbeing practices into school practice Policies and programs clearly reflect the BPS well being approach</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Professional Learning on You Can Do It Program delivered by Prof. Michael Bernard | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$2,500.00 <input type="checkbox"/> Equity funding will be used |
| Promote Respectful Relationships, You Can Do It and Cybersafety concepts throughout the school | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$258.00 <input type="checkbox"/> Equity funding will be used |
| Professional learning on positive behaviour management strategies | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 | \$425.00 |

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| | | | to: Term 4 | <input type="checkbox"/> Equity funding will be used |
| Develop curriculum resources to support wellbeing teaching across the school | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$850.00 <input type="checkbox"/> Equity funding will be used |
| Clear processes established and flow chart provided to staff explaining processes for identifying and referring at risk students to the WellBeing Officer | <input checked="" type="checkbox"/> Assistant Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$215.00 <input type="checkbox"/> Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | |
| Actions | <p>Whole School Level Strengthen engagement in student voice and agency across the school Plan for school facilities and ground works that will mean our school is a great place to connect and learn</p> <p>Classroom Level Strengthen and embed student voice and agency in classes Teachers utilise facilities such as the amphitheatre, the G and play spaces to promote connection and engagement</p> <p>Individual and Tailored Level Students will be encouraged to develop their personal voice and understanding of the role they would like to play in contributing to their community Students are encouraged to utilise different areas of the playground during recess and lunchtime according to their individual needs</p> | | | |
| Outcomes | <p>Leaders will: Provide opportunities to develop a understanding and knowledge across the school of what genuine student voice and agency is Ensure that school facilities and grounds are used in many different ways to promote connectedness</p> | | | |

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| | <p>Teachers will: Provide opportunities for their students to feel connected to their school and have positive attitudes to student voice and agency Promote connectedness and learning by accessing school facilities such as the G</p> <p>Students will Have strong student voice and agency to impact decisions and feel valued Actively engage with different play spaces</p> | | | |
| Success Indicators | <p>Whole school observations and surveys (Staff Opinion Survey, AToSS) will demonstrate greater understanding and implementation of student voice and agency</p> <p>School Connectedness (sense of belonging) is maintained or increased in student surveys</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Appoint a senior staff member (Rachel Rhodes) to investigate, develop and embed an Action Plan to implement greater Student Voice and Agency | <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,700.00 <input type="checkbox"/> Equity funding will be used |
| Provide professional learning to staff regarding Student Voice and Agency | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$1,660.00 <input type="checkbox"/> Equity funding will be used |
| To develop Southern Boundary to create and active and passive play space to enhance facilities available to build connectedness and well being | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 3 | \$54,663.00 <input type="checkbox"/> Equity funding will be used |

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| Promote different ways to use the various facilities and spaces available across the school | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Provide resources to enhance the learning and play spaces around the school | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 <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 | \$164,163.00 | \$9,535.00 |
| Additional Equity funding | \$0.00 | \$0.00 |
| Grand Total | \$164,163.00 | \$9,535.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
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| Learning support and staff professional learning and development provided to scaffold and support "at risk" students (\$55K Reading Recovery credit salary, \$104,382 Tutor program) Resources and professional development, relief integration aides \$4,781 cash budget | from: Term 1 to: Term 4 | | \$164,163.00 | \$9,535.00 |
| Totals | | | \$164,163.00 | \$9,535.00 |

Additional Equity spend

| Outline here any additional Equity spend for 2021 | 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 |
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| Implementing coaching, mentoring, and peer learning observations | <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| Professional learning on effective differentiation and use of data to target students' point of need | <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Team Leader(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Misty Adoniou will provide professional learning linking reading and writing through the use of mentor texts | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Whole School Pupil Free Day | <input checked="" type="checkbox"/> External consultants Misty Adoniou | <input checked="" type="checkbox"/> On-site |
| Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year | <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |

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| Professional Learning on You Can Do It Program delivered by Prof. Michael Bernard | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Whole School Pupil Free Day | <input checked="" type="checkbox"/> External consultants Prof Michael Bernard, YCDI | <input checked="" type="checkbox"/> On-site |
| Professional learning on positive behaviour management strategies | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| Provide professional learning to staff regarding Student Voice and Agency | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback | <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"/> On-site |