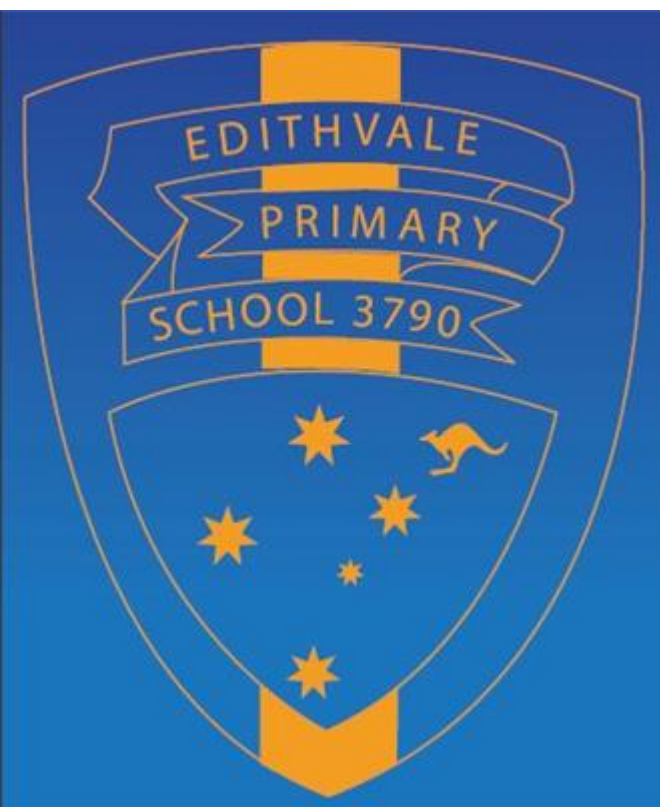


2021 Annual Implementation Plan

for improving student outcomes

Edithvale Primary School (3790)



Submitted for review by James Whitla (School Principal) on 16 November, 2020 at 07:59 AM
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 16 December, 2020 at 03:15 PM
Endorsed by Stephen Smith (School Council President) on 20 January, 2021 at 03:43 PM

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	<p>2020 was certainly a disrupted year and while a couple of our AIP focus areas were addressed, many did not get off the ground. There has certainly been a shift in the way in which (particularly our Junior school staff) have started to teach reading in a more explicit manner using data from SPAT. This is a work in progress and upcoming PD at the end of 2020 will set the scene for this further.</p> <p>We managed to have George Booker run PD on Mathematics for our school- and Network in term 1 as part of our 2020 plans</p> <p>The Remote learning experience has vchanged the way that we do things- meeting wise but also impacted on peer Observation work. The conversations we continued to have in our TRIADS helped consolidate new learning through webinars but the narrow and focussed conversations we were having with our PLC coach stalled. In the time that it was up and running, teams certainly sharpened their focus on te</p> <p>A new STEM centre was ultimately used sparingly and a let down was having great plans in place to run an exciting and engaging Science and Robotics program that was hesavily resourced. It was in action for a short time in Term1 and we know we have a system and structutre that can work when we are allowed to get back into regular schooling.</p> <p>Engagement with the CASEA team was rewarding but not nbecessarily as beneficial as we'd hoped due to the lack of face</p>
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	<p>to face sessions with families and the disjointed nature of the first semester. We did progress our understanding and knowledge of ZoR</p> <p>Investment in technologies continued with robotics purchases and extra iPads purchased to accommodate the need for working Remotely and the demand from families to access these resources. The swift adoption of SEESAW and webex from all staff was an incredible achievement and (anecdotaly) the consensus from parents as students returned was that the work set, marked and shared was greatly appreciated. The connection with families grew and this will be something to continue.</p>
<p>Considerations for 2021</p>	<p>Staffing and the number of grades we have will be different in 2021. We've committed increasingly to supporting all students to effectively learn to read and will Reading support/intervention teacher and ES member whose roles will solely be out of the classroom and looking at Tier 2 intervention work. Tier 3 intervention for 80% of our students will continue to be in the classroom with a Learning to read plan that includes phonics, phonemic awareness, fluency, comprehension and vocabulary- with accompanying strategies to support teachers to build ytheir knowledge and skill in this space.</p> <p>Communities of Practice with leaders running these focus groups might be the way we lean for our professional learning in 2021. Leaders initially, establish a CoP focused on an area of interest that other staff members can sign up to. these are fluid groups and CoPs are formed on a needs basis</p> <p>PLCs to continue with Cycles of Inquiry throughout 2021 supported by the return of our PLC coach inb semester 2</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	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 Parents and carers as partners	Connected schools priority
Goal 2	To improve student outcomes in Reading and Writing measured against Teacher Judgements, NAPLAN and other standardized testing
Target 2.1	<ul style="list-style-type: none"> * PAT and F and P growth will show 1.2 years growth on average for each year level * NAPLAN results will show less than 25% of students with low relative growth in reading and writing 2019 NAPLAN year 3 and 5s in top 2 bands: reading 60% and writing 60% * Teacher Judgements will show 1 year growth on average in writing

Key Improvement Strategy 2.a Evaluating impact on learning	Further develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data to inform planning and explicit teaching. HITS- Collaborative Learning, Multiple exposures, Differentiated Teaching
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build excellence in teaching and learning through embedding consistent whole school programs and practices in the teaching of English (Reading and Writing) and Mathematics HITS- Collaborative Learning, Multiple exposures, Differentiated Teaching
Goal 3	To improve Student Voice and Agency in their learning measured against Attitudes to School Survey
Target 3.1	<p>2019 Goal: End of 2019 Targets Student Voice and Agency: Year 4 - 83% Year 5 - 85% Year 6 - 93% School Average - 87%</p> <p>SSP goal: Establish targets based on the Positive climate for learning – Student voice and agency factor Student voice and agency Percent Positive Response 2017 End of review period Year 4 87% 90% Year 5 67% 90% Year 6 79% 90% Average 78% 90%</p> <p>2020 Goal: End of 2020 Targets Student Voice and Agency:</p> <p>Following cohort data not year level data: Year 3 2019 - aim for 85% positive based on previous year 4 data. Year 4 2019 - 86% aim for 90% positive by end of 2020, Year 5 2019 - 78% aim for 80% positive by end of 2020.</p> <p>Overall average of 85% positive response.</p>

Key Improvement Strategy 3.a Empowering students and building school pride	<ul style="list-style-type: none"> • Students are afforded more opportunities to make informed decisions about their learning throughout all subjects and the school community.
Goal 4	To improve student outcomes in Mathematics measured against Teacher Judgements, NAPLAN and other standardized testing
Target 4.1	<ul style="list-style-type: none"> ○ By the end of the review period NAPLAN data will show less than 10% of students were assessed with a low relative growth in Number. ○ By the end of the review period Year 3 NAPLAN data will show the average % of students achieving in the top 2 Bands ○ Numeracy- 50% ○ ○ By the end of the review period Year 5 NAPLAN data will show the average % of students achieving in the top 2 Bands <ul style="list-style-type: none"> ○ Numeracy- 40% ○ By the end of the review period NAPLAN data will show less than 5% of students were assessed with a low relative growth in Number. ○ • Teacher judgements and at least one set of norm referenced data will show each class demonstrated a year of learning growth in Mathematics.
Key Improvement Strategy 4.a Evaluating impact on learning	Further develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data to inform planning and explicit teaching. HITS- Collaborative Learning, Multiple exposures, Differentiated Teaching
Key Improvement Strategy 4.b Evidence-based high-impact teaching strategies	Build excellence in teaching and learning through embedding consistent whole school programs and practices in the teaching of Mathematics HITS- Collaborative Learning, Multiple exposures, Differentiated Teaching

Goal 5	Elevate the connectedness of the school community measured against the Parent Opinion Survey and Attitudes to School Survey
Target 5.1	<p>Maintain or improve the percent endorsement of the whole school in the Parent Opinion Survey for the following factors within the "Parent Community Engagement" Domain.</p> <ul style="list-style-type: none"> • Parent Participation and Involvement (2018 - 96% positive, 3% neutral) • School Support ((2018 - 93% positive, 7% neutral) • Teacher Communication (2018 - 80% positive, 13% neutral) <p>Maintain or improve the percent of parents who were satisfied with the school overall within the "General Satisfaction" factor.</p> <ul style="list-style-type: none"> • In 2018 91% were generally satisfied <p>Maintain or improve percent endorsement in the Student Attitude to School Survey for the positive climate for learning domain</p> <ul style="list-style-type: none"> • School connectedness (2018 sense of belonging - 92% positive) • Sense of inclusion (2018 - 92% positive) • Advocate at school (2018 - 92%)
Key Improvement Strategy 5.a Vision, values and culture	<ul style="list-style-type: none"> • Develop, implement and embed the school's vision and values into the school's everyday practice.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
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>Each year level will have an average growth of 1.2 years in Reading (PAT and F&P) by November Each year level will have an average growth of 1.2 years in Mathematics Essentsail Assessment data will show an average of at least 1 year's growth in NUMBER between November 2020 and November 2021 Pivot's Student Perception Survey STANDARD 1 - Know students and how they learn and - will show higher average school scores than in 2019 AtoSS</p>
To improve student outcomes in Reading and Writing measured against Teacher Judgements, NAPLAN and other standardized testing	No	<p>* PAT and F and P growth will show 1.2 years growth on average for each year level</p> <p>* NAPLAN results will show less than 25% of students with low relative growth in reading and writing</p> <p>2019 NAPLAN year 3 and 5s in top 2 bands: reading 60% and writing 60%</p>	

		* Teacher Judgements will show 1 year growth on average in writing	
To improve Student Voice and Agency in their learning measured against Attitudes to School Survey	No	<p>2019 Goal: End of 2019 Targets Student Voice and Agency: Year 4 - 83% Year 5 - 85% Year 6 - 93% School Average - 87%</p> <p>SSP goal: Establish targets based on the Positive climate for learning – Student voice and agency factor Student voice and agency Percent Positive Response 2017 End of review period Year 4 87% 90% Year 5 67% 90% Year 6 79% 90% Average 78% 90%</p> <p>2020 Goal: End of 2020 Targets Student Voice and Agency:</p> <p>Following cohort data not year level data: Year 3 2019 - aim for 85% positive based on previous year 4 data. Year 4 2019 - 86% aim for 90% positive by end of 2020, Year 5 2019 - 78% aim for 80% positive by end of 2020.</p> <p>Overall average of 85% positive response.</p>	

<p>To improve student outcomes in Mathematics measured against Teacher Judgements, NAPLAN and other standardized testing</p>	<p>No</p>	<ul style="list-style-type: none"> ○ By the end of the review period NAPLAN data will show less than 10% of students were assessed with a low relative growth in Number. ○ By the end of the review period Year 3 NAPLAN data will show the average % of students achieving in the top 2 Bands ○ Numeracy- 50% ○ ○ By the end of the review period Year 5 NAPLAN data will show the average % of students achieving in the top 2 Bands <ul style="list-style-type: none"> ○ Numeracy- 40% ○ By the end of the review period NAPLAN data will show less than 5% of students were assessed with a low relative growth in Number. ○ ● Teacher judgements and at least one set of norm referenced data will show each class demonstrated a year of learning growth in Mathematics. 	
<p>Elevate the connectedness of the school community measured against the Parent Opinion Survey and Attitudes to School Survey</p>	<p>No</p>	<p>Maintain or improve the percent endorsement of the whole school in the Parent Opinion Survey for the following factors within the "Parent Community Engagement" Domain.</p> <ul style="list-style-type: none"> ● Parent Participation and Involvement (2018 - 96% positive, 3% neutral) ● School Support ((2018 - 93% positive, 7% neutral) ● Teacher Communication (2018 - 80% positive, 13% neutral) <p>Maintain or improve the percent of parents who were satisfied with the school overall within the "General Satisfaction" factor.</p> <ul style="list-style-type: none"> ● In 2018 91% were generally satisfied 	

		<p>Maintain or improve percent endorsement in the Student Attitude to School Survey for the positive climate for learning domain</p> <ul style="list-style-type: none"> • School connectedness (2018 sense of belonging - 92% positive) • Sense of inclusion (2018 - 92% positive) • Advocate at school (2018 - 92%) 	
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Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>Each year level will have an average growth of 1.2 years in Reading (PAT and F&P) by November</p> <p>Each year level will have an average growth of 1.2 years in Mathematics</p> <p>Essentsail Assessment data will show an average of at least 1 year's growth in NUMBER between November 2020 and November 2021</p> <p>Pivot's Student Perception Survey STANDARD 1 - Know students and how they learn and - will show higher average school scores than in 2019</p> <p>AtoSS</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes

KIS 3 Parents and carers as partners	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Each year level will have an average growth of 1.2 years in Reading (PAT and F&P) by November Each year level will have an average growth of 1.2 years in Mathematics Essentials Assessment data will show an average of at least 1 year's growth in NUMBER between November 2020 and November 2021 Pivot's Student Perception Survey STANDARD 1 - Know students and how they learn and - will show higher average school scores than in 2019 AtoSS
KIS 1 Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority
Actions	Whole School Level Professional learning to build upon Cathy Harrison's work from 2020 Reading Intervention (Tier 2) teaching position created Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection to strengthen teaching practice Teachers use evidence-based literacy approaches aligned to the literacy strategy Peter Sullivan PD focusing on creating own extending and enabling tasks with a practical component attached.
Outcomes	Whole School level PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teaching Teams Tier 1 (all teachers) knowledge of phonics, phonemic awareness, fluency, comprehension, vocabulary and how to teach these All staff have knowledge and understanding of SPAT R data, how to identify misconceptions and learnt how to address these effectively Use PLCs / PLTs for staff to collaboratively plan units of work with a focus on differentiation. Establishing CoPs with a shared focus.

	<p>Individual Staff With staff input, establish a targeted support program for students Teachers collect, analyse and respond to formative assessment data Students are identified and engage in intervention support and extension programs, there is regular communication with the parents/carers/kin of students involved. Students in need of targeted academic support or intervention will be identified and supported</p>			
Success Indicators	<p>Whole School level Teacher records and observations of student progress in Mathematics and English Classroom observations and learning walks demonstrating take up of professional learning strategies in Mathematics and English PAT Reading and PAT Maths and F and P growth will show 1.2 years growth on average for each year level</p> <p>Teaching Teams Documentation and data from formative assessments</p> <p>Individual Staff PLC scheduling in timetables to allow for weekly Team conversations with a Literacy focus Differentiated resources used in tailored supports Assessment data and student surveys from intervention groups</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC Schedule established	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Plan logistics of reading intervention: - employ a reading intervention teacher - train ES staff members to oversee interventions - establish resourcing for individual and tailored support programs - schedule times for individual and tailored support to occur	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> - engage with parents re their student's involvement. - establish criteria for identifying students requiring individual and tailored support - opportunity for staff to see modelled lesson/s - assistance with assessing, identifying, supporting and determining next steps for teacher practice. 				
Tutoring program with a numeracy focus.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All teachers are to regularly and consistently use Challenging/ Open-ended tasks in their planning such as Resolve, Maths 300. Peter Sullivan to run PD in Semester One.	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Communities of Practice. SIT members identify focus areas to explore, develop and improve our whole staff understanding. Teachers select a COP of interest to engage in.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Ongoing mentoring and planning with Cathy and Hannah to imbed decoding strategies.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Reporting Cycle to include Term 1 and 3- Progress reports. Terms 2 and 4 semester reports and at the start of each term, the report statements are sent to families	<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
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Whole School Level Refine whole school approach to Wellbeing to consider actions at the leadership, teacher and student levels Establish an agreed approach to monitoring and responding to student wellbeing concerns Target counselling for individual students with acute needs			
Outcomes	Whole School Level Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Teaching Teams Students will feel supported and engaged in homegroups and contribute to a strong classroom culture Strengthen in-class relationships through peer and group learning activities Individual Staff Families of at-risk students will receive regular communication and support from the school			
Success Indicators	Whole School Level Consistency in the delivery of the agreed Wellbeing program Maintain or improve percent endorsement in the Student Attitude to School Survey for the positive climate for learning domain •School connectedness (92% positive) Teaching Teams Students engagement in wellbeing programs (feedback, participation, classroom observations) Individual Staff Documentation of strategies students will use in classes and at school			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Utilising curriculum resources which reflect wellbeing and social-emotional learning focus (RRRR, The Resilience Project, Zones of Regulation)	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide clarity of roles and responsibility of teachers, education support staff and middle leaders. Provide a structure/ flow chart to follow when student/ staff wellbeing issues arise.	<input checked="" type="checkbox"/> Assistant Principal <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
Commence Breakfast Club	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ongoing PD on COMPASS- Chronicle to support recording of incidents and follow up including Restorative Practice conversations	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Communities of Practice. SIT members identify focus areas to explore, develop and improve our whole staff understanding	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establishing times for staff to share successful wellbeing strategies for students with higher wellbeing needs	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 3 Parents and carers as partners	Connected schools priority			
Actions	<p>Whole School Level Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating Seesaw for Parents for Home-learning and classroom reflection purposes.</p>			
Outcomes	<p>Whole School Level The wider community will know the why behind how we teach</p> <p>Teaching Teams Teachers will be confident in integrating digital learning pedagogy. Embed digital learning in classes- SEESAW. Teachers to attach instructional lessons/links to tasks where appropriate.</p> <p>Individual Staff All students will be connected to resources and learning opportunities through SEESAW. Ensure the benefits of digital learning continue to be available to every student</p>			
Success Indicators	<p>Whole School Level A higher level of parent engagement in learning as and learning partners</p> <p>Teaching Teams Positive student and parent survey data (PIVOT, AToSS)</p> <p>Individual Staff Attendance in intervention/tailored support programs</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for on-going professional development on integrating digital learning and keeping families connected. - this includes sharing PBIL products in a digital way - engaging experts via webex/video chat	<input checked="" type="checkbox"/> STEM Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used
Invite local community members and leaders to school open days, assemblies, concerts and other school events	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Prioritise collaboration time in PLCs/PLTs and share effective digital learning and relationship building strategies	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> STEM Coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Communities of Practice. SIT members identify focus areas to explore, develop and improve our whole staff understanding	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Include members of our wider school community in the process of launching new vision/values for our school in 2021.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Reporting Cycle to include Term 1 and 3- Progress reports. Terms 2 and 4 semester reports and at the start of each term, the report statements are sent to families	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Establish a School Science YouTube channel and publish regular content	<input checked="" type="checkbox"/> STEM Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to build school presence on social media and appoint staff to roles where they publish content regularly	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$16,000.00	\$16,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$16,000.00	\$16,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Tutoring program with a numeracy focus.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$16,000.00	\$16,000.00
Totals			\$16,000.00	\$16,000.00

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
PLC Schedule established	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Plan logistics of reading intervention: - employ a reading intervention teacher - train ES staff members to oversee interventions - establish resourcing for individual and tailored support programs - schedule times for individual and tailored support to occur - engage with parents re their student's involvement. - establish criteria for identifying students requiring individual and tailored support - opportunity for staff to see modelled lesson/s - assistance with assessing, identifying, supporting and determining next steps for teacher practice.	<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"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

All teachers are to regularly and consistently use Challenging/ Open-ended tasks in their planning such as Resolve, Maths 300. Peter Sullivan to run PD in Semester One.	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Ongoing mentoring and planning with Cathy and Hannah to imbed decoding strategies.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Cathy Harrison and Hannah Power	<input checked="" type="checkbox"/> On-site
Ongoing PD on COMPASS-Chronicle to support recording of incidents and follow up including Restorative Practice conversations	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Plan for on-going professional development on integrating digital learning and keeping families connected. - this includes sharing PBIL products in a digital way - engaging experts via webex/video chat	<input checked="" type="checkbox"/> STEM Coordinator	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Preparation <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site