

# 2021 Annual Implementation Plan

## for improving student outcomes

Murrumbeena Primary School (3449)



*Excellence  
through Endeavour*

Submitted for review by Rochellee Plumb (School Principal) on 10 December, 2020 at 06:43 PM  
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 11 December, 2020 at 06:32 AM  
Endorsed by Sandra Maxfield (School Council President) on 14 December, 2020 at 04:59 PM

## Self-evaluation Summary - 2021

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

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

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

<b>Enter your reflective comments</b>	<p>Following our review of the criteria within 'Excellence in Teaching and Learning,' our team structures have been strengthened as a result of the need to work collaboratively during remote and flexible learning. We had a focus on developing the capacity of middle leaders to drive improvement in student outcomes through an inquiry cycle process. We met with Level Leaders on a fortnightly basis to unpack the FISO improvement cycle and provide guidance to leaders to facilitate discussions at the year level. Level leaders worked with their teams to identify a problem of practice (using our cold write data) and work through the FISO improvement cycle. At the whole staff level, we gave high attention to understanding the various elements of our instructional model and supported teachers by providing a range of professional learning opportunities which included: Term 1- 'tuning in:' exploring the various purposes and activities to tune in; Term 2 – an emphasis on 'explicit teaching' using mentor texts, worked examples and instructional videos; Term 3- we engaged John Hattie to provide professional learning around feedback which was followed up as teachers gave specific feedback to students during remote learning and in term 4 we have explored what 'engaged learning' looks like when instruction is differentiated. Curriculum planning documents are aligned to the instructional model and the Victorian Curriculum providing teachers with a clear understanding of curricular expectations. In terms of improving engagement, we have emphasized the</p>
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	importance of setting expectations and promoting inclusion and implementing strategies that enhance the health and wellbeing of students.
<b>Considerations for 2021</b>	<p>Within Building Practice Excellence and Curriculum Planning and Assessments, all indicators point to the need to improve teacher understanding of data: interpreting the data and more importantly in using real-time data to plan for differentiated groups and inform their personal and/ or PLC/PLT decisions with respect to future professional learning priorities. While we have analysed and developed each teacher's use of the instructional model, we now need to consolidate the HITS: 'Differentiated Learning,' 'Setting Personalised Learning Goals' and 'Feedback' into practice. Our teacher observation model will be reviewed in 2021 so that teachers reflect on the effectiveness of their practice using student feedback, peer feedback and achievement data, and take action as required to improve curriculum delivery. A review of our leadership and meeting structures is also required in order to grow our culture of review, responsibility and shared accountability among all staff in ensuring school improvement. A key piece of work will be to build a culture where staff see that school leadership is shared. The School Improvement Team will analyze staff perception data and work as a team (with ES staff in particular) to understand and raise the awareness of roles and responsibilities of leadership. To enhance a positive climate for learning and increase the engagement of students, we will work on 'intellectual engagement and self awareness' by reviewing ways to co-design the learning program with students, utilise student feedback to modify and adapt teaching practices, develop a deep knowledge of and competence in the analysis of assessment data and how this can be used to set personalized learning goals in collaboration with the students and work with them to identify opportunities to actively engage in designing tasks that are challenging, student led and inquiry based.</p>
<b>Documents that support this plan</b>	<p>2020 LEVEL LEADERS MEETING FISO Nov 2020 (1).docx (0.05 MB)  G4 2020 Literacy Audits June .docx (0.02 MB)  Maths feedback guide.docx (0.21 MB)  PLC Grade 5 Prioritise and set goals.docx (0.02 MB)  Staff Opinion Survey summary.JPG (0.18 MB)</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To improve student learning in Literacy
<b>Target 2.1</b>	To increase above benchmark growth in NAPLAN Reading from 27% to 35%
<b>Target 2.2</b>	To increase above benchmark growth in NAPLAN Writing from 43% to 46%
<b>Target 2.3</b>	To increase the percentage of Year 5 students in the top two bands in NAPLAN Writing from 43% to 48%
<b>Target 2.4</b>	To increase the percentage of Year 5 students in the top two bands in NAPLAN Reading from 61% to 65%

<b>Key Improvement Strategy 2.a</b> Building practice excellence	Embed an instructional model for Reading and writing
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Embedding the PLC Inquiry Cycle across the whole school
<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Build teacher capability to effectively use feedback
<b>Goal 3</b>	To improve student learning in Numeracy
<b>Target 3.1</b>	To increase benchmark growth in NAPLAN Numeracy from 47% to 57%
<b>Target 3.2</b>	To increase the percentage of Year 3 students in Numeracy in the top two bands in NAPLAN Numeracy from 60% to 65%
<b>Target 3.3</b>	To increase the percentage of Year 5 students in the top two bands in NAPLAN Numeracy from 57% to 60%
<b>Key Improvement Strategy 3.a</b> Building practice excellence	Develop a consistent school-wide Instructional Model for Numeracy
<b>Key Improvement Strategy 3.b</b> Evaluating impact on learning	Build teacher capability to effectively use data in planning and for differentiation

<b>Goal 4</b>	To improve engagement for all students.
<b>Target 4.1</b>	To increase positive responses on the AtoSS in Student voice and agency from 77% to 82%
<b>Target 4.2</b>	To increase positive responses on the Staff Opinion Survey in Student feedback to improve practice from 78% to 85%
<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	To develop strategies to enhance student engagement and learning through goal setting and feedback.
<b>Key Improvement Strategy 4.b</b> Empowering students and building school pride	To embed student voice and agency across the curriculum.

## 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>Learning catch up and extension priority: teacher judgements (diagnostic, formative and summative), English Online Interview, Maths Online Interview, PAT Reading, PAT Maths, Literacy and Numeracy check in assessments, Essential Assessment.</p> <p>To increase above benchmark growth in NAPLAN Reading from 27% in 2019 to 35% in 2021</p> <p>To increase benchmark growth in NAPLAN Numeracy from 47% in 2019 to 52% in 2021.</p> <p>Happy, Active, Healthy Kids priority: Attendance (including for priority cohorts), self assessment against the DET Inclusive Schooling index tool. Attitudes to School survey - sense of connectedness.</p> <p>Connected Schools Priority: To increase positive responses on the Parent Opinion survey: 'Parent Community Engagement,' Attendance (including for priority cohorts), Community attendance at events and digital</p>

			engagement including COMPASS and Seesaw use and website traffic.
To improve student learning in Literacy	No	To increase above benchmark growth in NAPLAN Reading from 27% to 35%	
		To increase above benchmark growth in NAPLAN Writing from 43% to 46%	
		To increase the percentage of Year 5 students in the top two bands in NAPLAN Writing from 43% to 48%	
		To increase the percentage of Year 5 students in the top two bands in NAPLAN Reading from 61% to 65%	
To improve student learning in Numeracy	No	To increase benchmark growth in NAPLAN Numeracy from 47% to 57%	
		To increase the percentage of Year 3 students in Numeracy in the top two bands in NAPLAN Numeracy from 60% to 65%	

		To increase the percentage of Year 5 students in the top two bands in NAPLAN Numeracy from 57% to 60%	
To improve engagement for all students.	No	To increase positive responses on the AtoSS in Student voice and agency from 77% to 82%	
		To increase positive responses on the Staff Opinion Survey in Student feedback to improve practice from 78% to 85%	

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Learning catch up and extension priority: teacher judgements (diagnostic, formative and summative), English Online Interview, Maths Online Interview, PAT Reading, PAT Maths, Literacy and Numeracy check in assessments, Essential Assessment. To increase above benchmark growth in NAPLAN Reading from 27% in 2019 to 35% in 2021 To increase benchmark growth in NAPLAN Numeracy from 47% in 2019 to 52% in 2021.</p> <p>Happy, Active, Healthy Kids priority: Attendance (including for priority cohorts), self assessment against the DET Inclusive Schooling index tool. Attitudes to School survey - sense of connectedness.</p> <p>Connected Schools Priority: To increase positive responses on the Parent Opinion survey: 'Parent Community Engagement,' Attendance (including for priority cohorts), Community attendance at events and digital engagement including COMPASS and Seesaw use and website traffic.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	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

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Learning catch up and extension priority: teacher judgements (diagnostic, formative and summative), English Online Interview, Maths Online Interview, PAT Reading, PAT Maths, Literacy and Numeracy check in assessments, Essential Assessment. To increase above benchmark growth in NAPLAN Reading from 27% in 2019 to 35% in 2021 To increase benchmark growth in NAPLAN Numeracy from 47% in 2019 to 52% in 2021.</p> <p>Happy, Active, Healthy Kids priority: Attendance (including for priority cohorts), self assessment against the DET Inclusive Schooling index tool. Attitudes to School survey - sense of connectedness.</p> <p>Connected Schools Priority: To increase positive responses on the Parent Opinion survey: 'Parent Community Engagement,' Attendance (including for priority cohorts), Community attendance at events and digital engagement including COMPASS and Seesaw use and website traffic.</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Implement the Tutor Learning Initiative.</li> <li>• Refine PLC practice to build the assessment capability of staff to identify, plan for and assess student learning growth over time.</li> <li>• Consolidate the use of the MPS instructional model to structure and deliver lessons with a focus on differentiation.</li> </ul>
<b>Outcomes</b>	<p>Leaders will (whole school):</p> <ul style="list-style-type: none"> <li>• Provide the opportunity for a collective understanding of differentiation and using data, to be developed via professional learning workshops and PLC teams.</li> <li>• Support PLC's to utilise the FISO inquiry cycle with an emphasis on data and assessment.</li> <li>• Establish negotiated measures, including observational 'learning walks'.</li> <li>• Implement the Tutor Learning Initiative (TLI) to establish a targeted support program for identified students.</li> </ul>

	<p>Teachers will (classroom):</p> <ul style="list-style-type: none"> <li>• Consistently and explicitly implement the school's instructional model with an emphasis on differentiation.</li> <li>• Utilise data to identify students for the Tutor Learning Initiative and monitor growth in learning outcomes.</li> <li>• Develop competence in rigorous analysis of student assessment data to set personalized learning goals with students and evaluate progress against those goals and provide students with feedback.</li> </ul> <p>Students will (individual):</p> <ul style="list-style-type: none"> <li>• Be provided with feedback in relation to their progress and open to using that feedback to identify their next learning step.</li> <li>• Be able to articulate what they are learning, why are they learning it and how it is connected to their goal (next point of need/growth).</li> <li>• Be involved in setting personalised learning goals.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• The documented assessment schedule includes ongoing assessments which are moderated in addition to summative standardised assessments.</li> <li>• Data walls are updated regularly indicating student progress against identified goals.</li> <li>• Progress against Individual Education Plans is visible and measurable.</li> <li>• The MPS instructional model is visible in planning documents and in teacher delivery.</li> <li>• Data is used to identify students for the Tutor Learning Initiative and to monitor learning growth and achievements.</li> <li>• Differentiated curriculum documents and evidence of students learning at different levels.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Learning walks will show evidence of differentiated teaching and learning. (CRT once per fortnight to release teachers- 20 CRT days)	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,000.00  <input type="checkbox"/> Equity funding will be used
Professional Development is provided for staff to implement the new EAL curriculum. Specific groups of EAL students are provided with appropriate support and learning goals.	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$2,000.00

			to: Term 3	<input checked="" type="checkbox"/> Equity funding will be used
Teachers are appointed to oversee and monitor the impact of tutoring programs. (TLI funding)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
Teachers are provided professional development in data analysis (eg. Essential Assessment and the SPA platform) and how to identify cohorts of students and their needs.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,800.00  <input type="checkbox"/> Equity funding will be used
Middle leaders are supported by leadership and the PLC Practice Instructor to implement the FISO inquiry cycle with an emphasis on data and assessment to target the needs of student cohorts. (One CRT day per year PLC Leader to address the needs of their team).	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,150.00  <input type="checkbox"/> Equity funding will be used
The Data Team provides professional learning and supports Year level PLC's to use data to differentiate teaching. Data leaders provided with CRT once per term to plan as a team and monitor data use. (3 teachers x 4 terms)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,400.00  <input type="checkbox"/> Equity funding will be used
Document the process for identifying students requiring extension or additional support and linking them to tailored supports.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)  <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$450.00  <input checked="" type="checkbox"/> Equity funding will be used
Learning Specialists undertake PD in coaching to better support teacher capacity building.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$2,400.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Teachers meet with the data leader to improve consistency in teacher judgements against the progression points when considering the range of data sets. (Terms 2 and 4) 16 days x CRT	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,200.00  <input type="checkbox"/> Equity funding will be used
Staff meetings are used to provide professional learning to build the capacity of teachers to understand and implement the school's instructional model with an emphasis on the HITs 'Differentiation and Setting Goals'	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$450.00  <input type="checkbox"/> Equity funding will be used
Provide professional development for teachers in writing succinct ILP's and support to monitor and extend these regularly. CRT's engaged to enable SSG's to occur each term.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<ul style="list-style-type: none"> <li>Refine and embed the whole school approach to wellbeing and clarify the roles and responsibilities.</li> <li>Build relationships with families and conduct check ins with 'at risk' students.</li> <li>Embedding and strengthening active kids within the school structures (eg. house/year levels/classrooms).</li> <li>Continue to embed the school's wellbeing programs including RRRR.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Leaders will strengthen engagement with external support agencies.</li> <li>Teachers will model the agreed routines and implement the school's wellbeing programs with consistency and fidelity.</li> <li>Teachers, leaders and the school community will share a common understanding of Happy Healthy Active Kids.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Students will experience a range of strategies to align their mental and physical health.</li> <li>• Students with acute needs will receive individualised support that is regularly monitored.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns</li> <li>• Curriculum documentation reflects the school's wellbeing programs including RRRR and enhances the personal and social capabilities.</li> <li>• Increased participation in student leadership programs eg. PLAY Ambassadors and activities organized and run by Sport and Wellbeing Captains.</li> <li>• Students demonstrate how and where to access assistance to support their health and wellbeing.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Staff meetings are used to discuss and understand the school's wellbeing approach and outline the roles and responsibilities of leaders, teachers and student captains.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$450.00  <input type="checkbox"/> Equity funding will be used
Wellbeing PLC to develop a process that identifies 'at risk' students and the approaches to intervention. (2 x CRT days for teachers to work with Wellbeing Coordinator).	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$900.00  <input checked="" type="checkbox"/> Equity funding will be used
The PE teacher will support teachers to embed physical activity within the classroom and across the year level. (Allocated time at staff meeting to undertake training in Transforms Us). CRT day for PE teacher to organise PD for staff.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$450.00  <input type="checkbox"/> Equity funding will be used
The wellbeing teacher at each year level works with colleagues to implement the wellbeing programs. Provide PD for staff in RRRR in Term 1 and 3 including Modules 7 and 8.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,500.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used
Specialist teachers will support student leadership teams to develop and run student led activities.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used
Purchase equipment to engage students in physical activity for every classroom (\$500 per year level).	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,500.00  <input type="checkbox"/> Equity funding will be used
Provide Professional Development for staff on mental health in children (eg. abuse, depression etc) what to look for, process for reporting, follow up actions.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	<ul style="list-style-type: none"> <li>Strengthen school-wide approach to communication and relationships with community/parents and carers.</li> <li>Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach.</li> <li>Utilise digital technologies to communicate with families and share student learning and progress.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Families will feel connected to their school, informed and involved in their child's learning.</li> <li>Teachers will be confident in integrating digital learning within the curriculum and using digital platforms to share learning with parents.</li> <li>Teachers identify under-represented or harder to reach families and know how to connect them to supports.</li> </ul>			

Success Indicators	<ul style="list-style-type: none"> <li>The use of digital platforms is consistent across the school.</li> <li>Documentation and consistent implementation of school digital policies.</li> <li>Positive student survey data in school connectedness (internal surveys, AToSS)</li> <li>Participation in parent focus groups, workshops and surveys (SSS, AToSS)</li> <li>Evidence of the quantity and quality of communication to parents/cares/kin via digital platforms.</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review digital platforms (eg. Seesaw, Compass) and identify purpose of each and how and when these will be used to enhance communication with families. Seesaw subscription.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,800.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide staff with professional learning in the use of Seesaw and Compass.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00  <input type="checkbox"/> Equity funding will be used
Organise and run information sessions and workshops for families (eg. reading, maths, wellbeing)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used
Year level planning teams will review ways to implement digital technologies within the context of the curriculum and use platforms to share learning with families.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used
Identify and document a process for monitoring attendance and when and how to take action.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$450.00

	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)		to: Term 1	<input checked="" type="checkbox"/> Equity funding will be used
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$10,100.00	0.00
Additional Equity funding	\$6,400.00	\$6,400.00
<b>Grand Total</b>	<b>\$16,500.00</b>	<b>\$6,400.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional Development is provided for staff to implement the new EAL curriculum. Specific groups of EAL students are provided with appropriate support and learning goals.	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$2,000.00	\$1,000.00
Document the process for identifying students requiring extension or additional support and linking them to tailored supports.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$450.00	
Provide professional development for teachers in writing succinct ILP's and support to monitor and extend these regularly. CRT's engaged to enable SSG's to occur each term.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$4,000.00	\$4,000.00
Wellbeing PLC to develop a process that identifies 'at risk' students and the approaches to intervention. (2 x	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$900.00	\$450.00

CRT days for teachers to work with Wellbeing Coordinator).	to: Term 2	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services		
Review digital platforms (eg. Seesaw, Compass) and identify purpose of each and how and when these will be used to enhance communication with families. Seesaw subscription.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$1,800.00	\$900.00
Organise and run information sessions and workshops for families (eg. reading, maths, wellbeing)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$500.00	\$500.00
Identify and document a process for monitoring attendance and when and how to take action.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$450.00	
<b>Totals</b>			\$10,100.00	

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Undertake assessments for EAL students to determine starting points on EAL curriculum.	from: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$1,400.00	\$1,400.00
Provide in class support for teachers to refine teaching strategies with attention to building language skills and develop plurilingual awareness.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00

		<input checked="" type="checkbox"/> Other EAL Initiative		
<b>Totals</b>			\$6,400.00	\$6,400.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Development is provided for staff to implement the new EAL curriculum. Specific groups of EAL students are provided with appropriate support and learning goals.	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Teachers are provided professional development in data analysis (eg. Essential Assessment and the SPA platform) and how to identify cohorts of students and their needs.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
The Data Team provides professional learning and supports Year level PLC's to use data to differentiate teaching. Data leaders provided with CRT once per term to plan as a team and monitor data use. (3 teachers x 4 terms)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	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"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site

Learning Specialists undertake PD in coaching to better support teacher capacity building.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants coaching	<input checked="" type="checkbox"/> Off-site coaching course for members of School Improvement team (thus ensuring consistency in approach and feedback formats)
Teachers meet with the data leader to improve consistency in teacher judgements against the progression points when considering the range of data sets. (Terms 2 and 4) 16 days x CRT	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Staff meetings are used to provide professional learning to build the capacity of teachers to understand and implement the school's instructional model with an emphasis on the HITs 'Differentiation and Setting Goals'	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <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"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Provide professional development for teachers in writing succinct ILP's and support to monitor and extend these regularly. CRT's engaged to enable SSG's to occur each term.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
The PE teacher will support teachers to embed physical activity within the classroom and across the year level. (Allocated time at staff meeting to undertake training in Transforms Us). CRT day for PE teacher to organise PD for staff.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The wellbeing teacher at each year level works with colleagues to implement the wellbeing programs. Provide PD for staff in RRRR in Term 1 and 3 including Modules 7 and 8.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources RRRR program and support from lead school and RRRR critical friend.	<input checked="" type="checkbox"/> On-site
Provide staff with professional learning in the use of Seesaw and Compass.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> 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"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

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