

2020 Annual Implementation Plan

for improving student outcomes

St Albans Meadows Primary School (5118)



Submitted for review by Stephen Crockford (School Principal) on 12 February, 2020 at 11:44 AM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 13 February, 2020 at 08:35 PM
Endorsed by Tony Sortino (School Council President) on 14 February, 2020 at 08:05 AM

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	Self evaluation reflected a solid grounding in effective teaching practice across the school, and a continuing improvement in teacher curriculum knowledge. This was heavily facilitated by the excellent input from our literacy and numeracy coaches. Further to this, however, a continued focus on reading and numeracy has been recommended to address some disparity between teacher judgements and student achievements in Naplan reading and number and algebra. PLT's were well established and PLC meetings were held monthly.6 staff successfully completed the literacy leaders course.
Considerations for 2020	Maintain the focus on differentiation: through staff professional development, by allocating the necessary resources for program provisioning, and further developing PLT/PLC's. Ensure effective mentoring is provided for our graduate trachers.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve student learning growth and outcomes in reading
Target 1.1	By 2023, increase the percentage of students achieving in NAPLAN two top bands for reading at: <ul style="list-style-type: none"> • Year 3 from 49% (2019) to 54% or above • Year 5 from 28% (2019) to 35% or above.
Target 1.2	By 2023 increase the percentage of students in Year 5 with above benchmark growth in reading from 19% (2019) to 26% or above.
Target 1.3	By 2023 improve the percentage of positive responses on the School Staff Survey (School Climate module) for the factors: <ul style="list-style-type: none"> • <i>Collective efficacy</i> - maintain at 86% (2019) or above • <i>Guaranteed and viable curriculum</i> from 84% (2019) to 86% • <i>Teacher collaboration</i> - maintain at 86% (2019) or above.
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop, document and embed a whole school approach to teaching and learning in reading
Key Improvement Strategy 1.b Evaluating impact on learning	Build collaborative teams that use data and evidence to inform and differentiate learning and monitor the effectiveness of practice
Goal 2	Improve student learning growth and outcomes in numeracy
Target 2.1	By 2023, increase the percentage of students achieving in NAPLAN middle and top two bands in numeracy at:

	<ul style="list-style-type: none"> • Year 3 from 82% (2019) to 85% • Year 5 from 89% (2019) to 90%.
Target 2.2	By 2023 maintain the percentage of students in Year 5 with above benchmark growth in numeracy at 31% (2019) or above.
Target 2.3	By 2023 improve the percentage of positive responses on the School Staff Survey (School Climate module) for the factors: <ul style="list-style-type: none"> • <i>Collective efficacy</i> - maintain at 86% (2019) or above • <i>Guaranteed and viable curriculum</i> - from 84% (2019) to 86% • <i>Teacher collaboration</i> - maintain at 86% (2019) or above.
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop, document and embed a whole school approach to teaching and learning in numeracy
Key Improvement Strategy 2.b Building practice excellence	Build collaborative teams that use data and evidence to inform, differentiate and monitor the effectiveness of numeracy practice
Goal 3	Empower students as learners
Target 3.1	By 2023 improve the percentage of positive responses on the Student Attitudes to School Survey for: <ul style="list-style-type: none"> • <i>Student voice and agency</i> - from 87% (2019) to 90% or above • <i>Differentiated teaching</i> – maintain at 95% or above • <i>Resilience</i> - maintain at 92% or above.

Target 3.2	By 2023, maintain the average days absent per student Foundation to Year 6 at 14.06 days (2018) or below.
Target 3.3	<p>By 2023 improve the percentage of positive responses on the School Staff Survey (Teaching and Learning – Practice Improvement module) for the factors:</p> <ul style="list-style-type: none"> • <i>Professional learning</i> - from 77% (2019) to 80% or above • <i>Use student feedback to improve practice</i> - from 77% (2019) to 80% or above • <i>Collaborate to plan curriculum</i> - from 82% (2019) to 87% or above.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Activate student voice and agency in learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve student learning growth and outcomes in reading	Yes	<p>By 2023, increase the percentage of students achieving in NAPLAN two top bands for reading at:</p> <ul style="list-style-type: none"> • Year 3 from 49% (2019) to 54% or above • Year 5 from 28% (2019) to 35% or above. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2020, increase the percentage of students achieving in Naplan two top bands for reading at:</p> <p>Year 3 from 49% to 50% or above Year 5 from 28% to 29% or above</p>
		<p>By 2023 increase the percentage of students in Year 5 with above benchmark growth in reading from 19% (2019) to 26% or above.</p>	<p>By the end of 2020 increase the percentage of students in Year 5 with above benchmark growth in reading from 19% (2019) to 20% or above.</p>
		<p>By 2023 improve the percentage of positive responses on the School Staff Survey (School Climate module) for the factors:</p> <ul style="list-style-type: none"> • <i>Collective efficacy</i> - maintain at 86% (2019) or above • <i>Guaranteed and viable curriculum</i> from 84% (2019) to 86% • <i>Teacher collaboration</i> - maintain at 86% (2019) or above. 	<p>By the end of 2020 improve the percentage of positive responses on the School Staff Survey (School Climate module) for the factors:</p> <p>Collective efficacy - maintain at 86% Guaranteed and viable curriculum maintain 84% Teacher collaboration - maintain at 86%</p>
Improve student learning growth and outcomes in numeracy	Yes	<p>By 2023, increase the percentage of students achieving in NAPLAN middle and top two bands in numeracy at:</p>	<p>By the end of 2020, maintain or increase the percentage of students achieving in NAPLAN middle and top two bands in</p>

		<ul style="list-style-type: none"> • Year 3 from 82% (2019) to 85% • Year 5 from 89% (2019) to 90%. 	<p>numeracy at:</p> <p>Year 3 from 82% -83%</p> <p>Year 5 from 89%-maintain</p>
		By 2023 maintain the percentage of students in Year 5 with above benchmark growth in numeracy at 31% (2019) or above.	By the end of 2020 maintain the percentage of students in Year 5 with above benchmark growth in numeracy at 31% (2019) or above.
		<p>By 2023 improve the percentage of positive responses on the School Staff Survey (School Climate module) for the factors:</p> <ul style="list-style-type: none"> • <i>Collective efficacy</i> - maintain at 86% (2019) or above • <i>Guaranteed and viable curriculum</i> - from 84% (2019) to 86% • <i>Teacher collaboration</i> - maintain at 86% (2019) or above. 	<p>By the end of 2020 maintain or improve the percentage of positive responses on the School Staff Survey (School Climate module) for the factors:</p> <p>Collective efficacy - maintain at 86% or above</p> <p>Guaranteed and viable curriculum - maintain at 84%</p> <p>Teacher collaboration - maintain at 86% or above.</p>
Empower students as learners	Yes	<p>By 2023 improve the percentage of positive responses on the Student Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • <i>Student voice and agency</i> - from 87% (2019) to 90% or above • <i>Differentiated teaching</i> – maintain at 95% or above • <i>Resilience</i> - maintain at 92% or above. 	<p>By the end of 2020 improve the percentage of positive responses on the Student Attitudes to School Survey for:</p> <p>Student voice and agency - from 87% to 88% or above</p> <p>Differentiated teaching – maintain at 95% or above</p> <p>Resilience - maintain at 92% or above.</p>
		By 2023, maintain the average days absent per student Foundation to Year 6 at 14.06 days (2018) or below.	By the end of 2020, maintain the average days absent per student Foundation to Year 6 at 14.06 days or below.

		<p>By 2023 improve the percentage of positive responses on the School Staff Survey (Teaching and Learning – Practice Improvement module) for the factors:</p> <ul style="list-style-type: none"> • <i>Professional learning</i> - from 77% (2019) to 80% or above • <i>Use student feedback to improve practice</i> - from 77% (2019) to 80% or above • <i>Collaborate to plan curriculum</i> - from 82% (2019) to 87% or above. 	<p>By the end of 2020 improve the percentage of positive responses on the School Staff Survey (Teaching and Learning – Practice Improvement module) for the factors:</p> <p>Professional learning - from 77% to 78% or above Use student feedback to improve practice - from 77% to 78% or above Collaborate to plan curriculum - from 82% to 83% or above.</p>
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Goal 1	Improve student learning growth and outcomes in reading	
12 Month Target 1.1	<p>By the end of 2020, increase the percentage of students achieving in Naplan two top bands for reading at:</p> <p>Year 3 from 49% to 50% or above Year 5 from 28% to 29% or above</p>	
12 Month Target 1.2	<p>By the end of 2020 increase the percentage of students in Year 5 with above benchmark growth in reading from 19% (2019) to 20% or above.</p>	
12 Month Target 1.3	<p>By the end of 2020 improve the percentage of positive responses on the School Staff Survey (School Climate module) for the factors:</p> <p>Collective efficacy - maintain at 86% Guaranteed and viable curriculum maintain 84% Teacher collaboration - maintain at 86%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Curriculum planning and assessment	Develop, document and embed a whole school approach to teaching and learning in reading	Yes
KIS 2 Evaluating impact on learning	Build collaborative teams that use data and evidence to inform and differentiate learning and monitor the effectiveness of practice	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>This KIS is focused upon as a whole school approach to reading supports our school in the improvement of student reading and data.</p> <p>During the school review it was noted that some disparity between teacher judgements in reading and achievement in Naplan reading and determined that a focus on reading would build on the work underway and positively impact teacher skills and understandings and the quality and consistency of teaching and learning in reading school-wide.</p> <p>The school has a shared view of reading and reading instruction, as well as commitment to the reading improvement for all its students.</p>	
Goal 2	Improve student learning growth and outcomes in numeracy	
12 Month Target 2.1	<p>By the end of 2020, maintain or increase the percentage of students achieving in NAPLAN middle and top two bands in numeracy at:</p> <p>Year 3 from 82% -83%</p> <p>Year 5 from 89%-maintain</p>	
12 Month Target 2.2	By the end of 2020 maintain the percentage of students in Year 5 with above benchmark growth in numeracy at 31% (2019) or above.	
12 Month Target 2.3	<p>By the end of 2020 maintain or improve the percentage of positive responses on the School Staff Survey (School Climate module) for the factors:</p> <p>Collective efficacy - maintain at 86% or above</p> <p>Guaranteed and viable curriculum - maintain at 84%</p> <p>Teacher collaboration - maintain at 86% or above.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Develop, document and embed a whole school approach to teaching and learning in numeracy	Yes

Curriculum planning and assessment		
KIS 2 Building practice excellence	Build collaborative teams that use data and evidence to inform, differentiate and monitor the effectiveness of numeracy practice	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.	During the school review it was noted that some disparity between teacher judgements in Numeracy and achievement in Naplan Numeracy and determined that a focus on Numeracy would build on the work underway and positively impact teacher skills and understandings and the quality and consistency of teaching and learning in reading school-wide. The school has a shared view of Numeracy and Numeracy instruction, as well as commitment to the Numeracy improvement for all its students.	
Goal 3	Empower students as learners	
12 Month Target 3.1	By the end of 2020 improve the percentage of positive responses on the Student Attitudes to School Survey for: Student voice and agency - from 87% to 88% or above Differentiated teaching – maintain at 95% or above Resilience - maintain at 92% or above.	
12 Month Target 3.2	By the end of 2020, maintain the average days absent per student Foundation to Year 6 at 14.06 days or below.	
12 Month Target 3.3	By the end of 2020 improve the percentage of positive responses on the School Staff Survey (Teaching and Learning – Practice Improvement module) for the factors: Professional learning - from 77% to 78% or above Use student feedback to improve practice - from 77% to 78% or above Collaborate to plan curriculum - from 82% to 83% or above.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Activate student voice and agency in learning	Yes

Setting expectations and promoting inclusion		
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>During the review it was indicated that the school worked to empower students as learners and there was a developing focus on student voice and agency in learning. The review determined that a focus on empowering students in their learning would positively impact the quality and consistency of teaching and learning school-wide.</p>	

Define Actions, Outcomes and Activities

Goal 1	Improve student learning growth and outcomes in reading
12 Month Target 1.1	By the end of 2020, increase the percentage of students achieving in Naplan two top bands for reading at: Year 3 from 49% to 50% or above Year 5 from 28% to 29% or above
12 Month Target 1.2	By the end of 2020 increase the percentage of students in Year 5 with above benchmark growth in reading from 19% (2019) to 20% or above.
12 Month Target 1.3	By the end of 2020 improve the percentage of positive responses on the School Staff Survey (School Climate module) for the factors: Collective efficacy - maintain at 86% Guaranteed and viable curriculum maintain 84% Teacher collaboration - maintain at 86%
KIS 1 Curriculum planning and assessment	Develop, document and embed a whole school approach to teaching and learning in reading
Actions	Principal Class Implement Professional learning to drive Reading Instruction Create PLT structures throughout the school Leading teachers Conduct professional learning for staff to deepen their understanding of teaching approaches fro learning
Outcomes	Teachers will: Differentiate Reading instruction to meet the needs of their students Demonstrate a deep knowledge of the effective reading strategies to cater for all student needs Consistently embed the reading instructional model

	Students will: Articulate their learning goals for reading Use a range of strategies to deepen their knowledge and understanding of text			
Success Indicators	All teachers will use a range of formative and summative assessment to evaluate the impact of their teaching. eg. Naplan Reading Data will show growth in student learning Pat Testing with show growth F&P Pre and Post Testing Teacher Judgement data			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Development to deepen teacher knowledge, understanding and skills in the instruction of reading	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase LLI Teal System	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$7,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Ensure appropriate structures are in place to maintain students in Top 2 bands and continue to maximise engagement through literacy extension. Ensure appropriate intervention structures are in place to support at risk student in Reading	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$310,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2	Build collaborative teams that use data and evidence to inform and differentiate learning and monitor the effectiveness of practice			

Evaluating impact on learning				
Actions	Principal Class Support PLT'S to use data and evidence to inform and differentiate learning to monitor the effectiveness of practice Leading Teachers Ensure cohort data is tracking consistently Revise, refine the school wide assessment schedule Coach/mentor teachers to build teacher capacity			
Outcomes	Teachers will Use the FISO improvement cycle to monitor and track student learning in reading Use data to inform instruction Identify the learning needs of students to adopt the differentiated practices that best meet their learning needs Use the case management approach to monitor, identify and address the needs of students Students will Receive reading instruction that will meet their needs			
Success Indicators	The school has a data management system that enables teachers to readily access and use data at team, class and individual levels Naplan reading data will show growth in student learning Pat Testing will show growth F&P Pre and Post testing Teacher judgement data			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Ensure AIP flows directly into staff PDP'S	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <input checked="" type="checkbox"/> Equity funding will be used

All staff complete professional learning workshops on analysing and using data	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase professional reading recommended by Bastow to support teachers in deepening their knowledge of reading	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Improve student learning growth and outcomes in numeracy			
12 Month Target 2.1	By the end of 2020, maintain or increase the percentage of students achieving in NAPLAN middle and top two bands in numeracy at: Year 3 from 82% -83% Year 5 from 89%-maintain			
12 Month Target 2.2	By the end of 2020 maintain the percentage of students in Year 5 with above benchmark growth in numeracy at 31% (2019) or above.			
12 Month Target 2.3	By the end of 2020 maintain or improve the percentage of positive responses on the School Staff Survey (School Climate module) for the factors: Collective efficacy - maintain at 86% or above Guaranteed and viable curriculum - maintain at 84% Teacher collaboration - maintain at 86% or above.			
KIS 1 Curriculum planning and assessment	Develop, document and embed a whole school approach to teaching and learning in numeracy			
Actions	Principal Class Implement Professional Learning to drive Numeracy Instruction Create PLT structure throughout the school			

	<p>Leading Teachers Conduct professional learning for staff to deepen their understanding of teaching approaches for learning</p>			
Outcomes	<p>Teachers Will: Differentiate Numeracy instruction to meet the needs of their students Demonstrate a deep knowledge of the effective reading strategies to cater for all student needs Consistently embed the Numeracy instructional model</p> <p>Students will: Articulate their learning in Numeracy Use a range of strategies to deepen their knowledge and understanding of numeracy</p>			
Success Indicators	<p>All teachers will use a range of formative and summative assessment to evaluate the impact of their teaching EG Naplan Numeracy data will show growth in student learning Pat Testing will show growth Pre and Post testing Teacher judgement data</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Ensure AIP flows directly into all staff PDP's	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <input checked="" type="checkbox"/> Equity funding will be used
All staff complete professional learning workshops on analysing and using data	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase professional reading recommended by Bastow to support teachers in deepening their knowledge of numeracy	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build collaborative teams that use data and evidence to inform, differentiate and monitor the effectiveness of numeracy practice			
Actions	<p>Principal Class will: Support PLT'S to use data and evidence to inform and differentiate learning to monitor the effectiveness of practice</p> <p>Leading Teachers will: Ensure cohort data is tracking consistently Revise, refine the school wide assessment schedule Coach/mentor teachers to build teacher capacity</p> <p>Teachers will: Differentiate Numeracy Instruction to meet the needs of their students Demonstrate a deep knowledge of effective strategies to cater for all student needs Consistently embed the Numeracy instructional model</p>			
Outcomes	<p>Students will: Articulate their learning goals for Numeracy Use a range of strategies to deepen their knowledge and understanding of Mathematical Concepts</p>			
Success Indicators	<p>All teachers will use a range of formative and summative assessment to evaluate the impact of their teaching (show growth) EG: Naplan Numeracy data Pat Testing to show growth Pre and Post testing Teacher judgement data</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Professional development to deepen teacher knowledge, understanding and skills in the instruction of Numeracy	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Ensure appropriate structures are in place to maintain students in Top 2 bands and continue to maximise engagement through Numeracy extension. Ensure appropriate intervention structures are in place to support at risk students in Numeracy	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	Empower students as learners			
12 Month Target 3.1	By the end of 2020 improve the percentage of positive responses on the Student Attitudes to School Survey for: Student voice and agency - from 87% to 88% or above Differentiated teaching – maintain at 95% or above Resilience - maintain at 92% or above.			
12 Month Target 3.2	By the end of 2020, maintain the average days absent per student Foundation to Year 6 at 14.06 days or below.			
12 Month Target 3.3	By the end of 2020 improve the percentage of positive responses on the School Staff Survey (Teaching and Learning – Practice Improvement module) for the factors: Professional learning - from 77% to 78% or above Use student feedback to improve practice - from 77% to 78% or above Collaborate to plan curriculum - from 82% to 83% or above.			
KIS 1 Setting expectations and promoting inclusion	Activate student voice and agency in learning			
Actions	Build knowledge of student voice and agency in learning Develop, document and embed a whole school understanding of student voice and agency			

Outcomes	<p>Leadership Teams: Lead and provide professional learning to enable teachers to have an understanding of how to incorporate student voice and agency in their teaching and learning</p> <p>Teachers will: Attend whole school professional learning to deepen their knowledge of how to incorporate student voice and agency in their teaching and learning Plan, implement and evaluate strategies that will support student voice and agency Begin to co-design opportunities for students to exercise or practise authentic agency in their own learning</p> <p>Students will: Begin to take ownership of their learning by identifying strategies that support them in obtaining learning goals</p>			
Success Indicators	<p>Attitudes to School Survey Attendance Data Naplan data and growth</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional development day from an external agency to develop the understanding and deeper knowledge of student voice and agency	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchasing of Hattie resources on Visible learning and student Feedback to support teacher learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" 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	\$531,900.00	\$551,900.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$531,900.00	\$551,900.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional Development to deepen teacher knowledge, understanding and skills in the instruction of reading	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$8,200.00	\$8,200.00
Purchase LLI Teal System	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$7,500.00	\$7,500.00
Ensure appropriate structures are in place to maintain students in Top 2 bands and continue to maximise engagement through literacy extension. Ensure appropriate intervention structures are in place to support at risk student in Reading	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$310,000.00	\$330,000.00

		<input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets		
Ensure AIP flows directly into staff PDP'S	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)	\$3,500.00	\$3,500.00
All staff complete professional learning workshops on analysing and using data	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	\$20,000.00	\$20,000.00
Purchase professional reading recommended by Bastow to support teachers in deepening their knowledge of reading	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	\$3,000.00
Ensure AIP flows directly into all staff PDP's	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	\$3,500.00	\$3,500.00
All staff complete professional learning workshops on analysing and using data	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)	\$4,000.00	\$4,000.00
Purchase professional reading recommended by Bastow to support teachers in deepening their knowledge of numeracy	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,000.00	\$1,000.00

Professional development to deepen teacher knowledge, understanding and skills in the instruction of Numeracy	from: Term 1 to: Term 4		\$8,200.00	\$8,200.00
Ensure appropriate structures are in place to maintain students in Top 2 bands and continue to maximise engagement through Numeracy extension. Ensure appropriate intervention structures are in place to support at risk students in Numeracy	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$150,000.00	\$150,000.00
Professional development day from an external agency to develop the understanding and deeper knowledge of student voice and agency	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Purchasing of Hattie resources on Visible learning and student Feedback to support teacher learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$3,000.00	\$3,000.00
Totals			\$531,900.00	\$551,900.00

Additional Equity spend

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Development to deepen teacher knowledge, understanding and skills in the instruction of reading	<input checked="" type="checkbox"/> All Staff	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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Ensure appropriate structures are in place to maintain students in Top 2 bands and continue to maximise engagement through literacy extension. Ensure appropriate intervention structures are in place to support at risk student in Reading	<input checked="" type="checkbox"/> Leadership Team	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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Ensure AIP flows directly into staff PDP'S	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

All staff complete professional learning workshops on analysing and using data	<input checked="" type="checkbox"/> All Staff	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"/> Professional Practice 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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Data Literacy Course <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Purchase professional reading recommended by Bastow to support teachers in deepening their knowledge of reading	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Ensure AIP flows directly into all staff PDP's	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
All staff complete professional learning workshops on analysing and using data	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	Data Literacy course <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Purchase professional reading recommended by Bastow to support teachers in deepening their knowledge of numeracy	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Professional development to deepen teacher knowledge, understanding and skills in the instruction of Numeracy	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Ensure appropriate structures are in place to maintain students in Top 2 bands and continue to maximise engagement through Numeracy extension. Ensure appropriate intervention structures are in place to support at risk students in Numeracy	<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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional development day from an external agency to develop the understanding and deeper knowledge of student voice and agency	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <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 Access an expert in developing student voice and agency.	<input checked="" type="checkbox"/> On-site

Purchasing of Hattie resources on Visible learning and student Feedback to support teacher learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
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