

2020 Annual Implementation Plan

for improving student outcomes

Anglesea Primary School (4332)



Submitted for review by Murray Surkitt (School Principal) on 17 December, 2019 at 04:03 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 24 December, 2019 at 01:12 PM
Endorsed by Julie Martin (School Council President) on 20 February, 2020 at 07:27 PM

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	The school has focused on building teacher capacity to develop whole-school instructional models for Reading and Writing. The school has continued to focus on setting personalised learning goals for students and then providing specific feedback to assist achieve the goals. Student voice has also been a focus, allowing students to have input into the development of learning goals after analysing assessment data with a teacher. Students are being encouraged to have a greater say in how they can achieve their learning goals.
Considerations for 2020	The key improvement strategies to focus on in 2020 are: * Provide Quality Learning Tasks (English and Maths) using the DET evidence-based resources HITS, Practice Principles and Amplify to enhance learning tasks and improved outcomes. * Provide opportunities for parents to view student progress via Learning Showcase and Learning Tasks (Compass). * Embed our school values using our Wellbeing Plan incorporating the School Wide Positive Behaviour Support (SWPBS) and Respectful Relationships (RR) initiatives.

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies so that all students make at least one year's growth for one year's learning in English, Mathematics, Science and Technology.</p>												
<p>Target 1.1</p>	<p>NAPLAN Year 3 to 5 Relative growth measures to show each year of the Strategic Plan:</p> <table border="1" data-bbox="712 528 1323 855"> <thead> <tr> <th></th> <th>Low Equal to or less than %</th> <th>High Equal to or greater than %</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>25</td> <td>25</td> </tr> <tr> <td>Writing</td> <td>20</td> <td>30</td> </tr> <tr> <td>Reading</td> <td>15</td> <td>35</td> </tr> </tbody> </table> <p>Consistently equal or exceed state benchmarks through NAPLAN Year 3 and 5 (Reading and Numeracy) and Victorian Curriculum (English and Mathematics) intake adjusted data (Government Schools Performance Summary) over the life of the Strategic Plan.</p> <p>We will set growth targets for each student in English, Mathematics, Science and Technology, annually, using triangulated data incorporating the Victorian Curriculum.</p> <p>Staff Opinion Survey (school climate module). Over the life of the Strategic plan the component mean score (Principal/Teacher only) is to be at or greater than:</p> <p>Collective Efficacy (90) Collective Responsibility (90)</p>		Low Equal to or less than %	High Equal to or greater than %	Numeracy	25	25	Writing	20	30	Reading	15	35
	Low Equal to or less than %	High Equal to or greater than %											
Numeracy	25	25											
Writing	20	30											
Reading	15	35											

	<p>Teacher Collaboration (85) Collective focus on Student Learning (90) Guaranteed and Viable Curriculum (85).</p>
<p>Key Improvement Strategy 1.a Building practice excellence</p>	<p>Provide Quality Learning Tasks (English and Maths) using the DET resources HITS, Practice Principles and Amplify to produce consistent and improved outcomes.</p>
<p>Goal 2</p>	<p>Over the life of the Strategic Plan we will challenge and empower students' to be curious, motivated, self-regulating and resilient learners so as to be actively engaged and socially responsible community members.</p>
<p>Target 2.1</p>	<p>Student Attitudes to School Survey to show overall positive responses at or above: Social Engagement Factors (80), Stimulating Learning (80), Learning Confidence (80).</p> <p>Average days absent per full time equivalent student per year are ranked as 'similar' according to School Comparison over the life of the Strategic Plan.</p>
<p>Key Improvement Strategy 2.a Parents and carers as partners</p>	<p>Provide opportunities for parents to view student progress via Learning Showcase and Learning Tasks (Compass).</p>
<p>Goal 3</p>	<p>Over the life of the Strategic Plan, we will continue to provide a whole school community focus on building positive relationships and resilience, underpinned by the school values so that Wellbeing will be enhanced.</p>
<p>Target 3.1</p>	<p>Student Attitudes to School Survey to show overall positive responses at or above: Classroom Behaviour (80), Student Safety factors (80), Learning Confidence (70), Motivation and Interest (70), School Connectedness (75), Resilience (80).</p>

<p>Key Improvement Strategy 3.a Empowering students and building school pride</p>	<p>Embed our school values using our Wellbeing Plan that incorporates the School Wide Positive Behaviour Support (SWPBS) and Respectful Relationships (RR) initiatives.</p>
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Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target												
<p>Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies so that all students make at least one year's growth for one year's learning in English, Mathematics, Science and Technology.</p>	<p>Yes</p>	<p>NAPLAN Year 3 to 5 Relative growth measures to show each year of the Strategic Plan:</p> <table border="1" data-bbox="831 671 1442 1002"> <thead> <tr> <th></th> <th>Low Equal to or less than %</th> <th>High Equal to or greater than %</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>25</td> <td>25</td> </tr> <tr> <td>Writing</td> <td>20</td> <td>30</td> </tr> <tr> <td>Reading</td> <td>15</td> <td>35</td> </tr> </tbody> </table> <p>Consistently equal or exceed state benchmarks through NAPLAN Year 3 and 5 (Reading and Numeracy) and Victorian Curriculum (English and Mathematics) intake adjusted data (Government Schools Performance Summary) over the life of the Strategic Plan.</p> <p>We will set growth targets for each student in English, Mathematics, Science and Technology, annually, using triangulated data incorporating the Victorian Curriculum.</p>		Low Equal to or less than %	High Equal to or greater than %	Numeracy	25	25	Writing	20	30	Reading	15	35	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> NAPLAN Year 3 to 5 Relative growth measures to show each year of the Strategic Plan: Numeracy. Equal to or less than 25 per cent low growth and 25% high growth. Writing. Equal to or less than 20 per cent low growth and 30% high growth. Reading. Equal to or less than 15 per cent low growth and 35% high growth. Maintain or increase the number of students in the top 2 bands for NAPLAN Reading, when comparing 2020 Grade 5 results to 2018 Grade 3 results. Individual student achievement growth against Victorian Curriculum in Reading to be at or above 12 months. Staff Opinion Survey (Peer observation, reflection and feedback) to be at or above 60%.
	Low Equal to or less than %	High Equal to or greater than %													
Numeracy	25	25													
Writing	20	30													
Reading	15	35													

		<p>Staff Opinion Survey (school climate module). Over the life of the Strategic plan the component mean score (Principal/Teacher only) is to be at or greater than:</p> <p>Collective Efficacy (90) Collective Responsibility (90) Teacher Collaboration (85) Collective focus on Student Learning (90) Guaranteed and Viable Curriculum (85).</p>	
Over the life of the Strategic Plan we will challenge and empower students' to be curious, motivated, self-regulating and resilient learners so as to be actively engaged and socially responsible community members.	Yes	<p>Student Attitudes to School Survey to show overall positive responses at or above: Social Engagement Factors (80), Stimulating Learning (80), Learning Confidence (80).</p> <p>Average days absent per full time equivalent student per year are ranked as 'similar' according to School Comparison over the life of the Strategic Plan.</p>	Parent Opinion survey data. % of positive responses to be at or above 80% for 'Effective Teaching', 75% for 'Teacher Communication' and 80% for 'Effective Teaching'.
Over the life of the Strategic Plan, we will continue to provide a whole school community focus on building positive relationships and resilience, underpinned by the school values so that Wellbeing will be enhanced.	Yes	<p>Student Attitudes to School Survey to show overall positive responses at or above: Classroom Behaviour (80), Student Safety factors (80), Learning Confidence (70), Motivation and Interest (70), School Connectedness (75), Resilience (80).</p>	The average absence days per student is at or below the result for similar schools. The Student Attitudes to School Survey records more than 75% positive responses for Classroom Behaviour.

Goal 1	Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies so that all students make at least one year's growth for one year's learning in English, Mathematics, Science and Technology.	
12 Month Target 1.1	<ul style="list-style-type: none"> NAPLAN Year 3 to 5 Relative growth measures to show each year of the Strategic Plan: Numeracy. Equal to or less than 25 per cent low growth and 25% high growth. Writing. Equal to or less than 20 per cent low growth and 30% high growth. Reading. Equal to or less than 15 per cent low growth and 35% high growth. Maintain or increase the number of students in the top 2 bands for NAPLAN Reading, when comparing 2020 Grade 5 results to 2018 Grade 3 results. Individual student achievement growth against Victorian Curriculum in Reading to be at or above 12 months. Staff Opinion Survey (Peer observation, reflection and feedback) to be at or above 60%. 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Provide Quality Learning Tasks (English and Maths) using the DET resources HITS, Practice Principles and Amplify to produce consistent and improved outcomes.	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.	This KIS is a focus for 2020 for the aim is to improve teacher practice and student outcomes. This will assist us to achieve the targets as stated in the School Strategic Plan as 2020 is our year of school review.	
Goal 2	Over the life of the Strategic Plan we will challenge and empower students' to be curious, motivated, self-regulating and resilient learners so as to be actively engaged and socially responsible community members.	
12 Month Target 2.1	Parent Opinion survey data. % of positive responses to be at or above 80% for 'Effective Teaching', 75% for 'Teacher Communication' and 80% for 'Effective Teaching'.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Parents and carers as partners	Provide opportunities for parents to view student progress via Learning Showcase and Learning Tasks (Compass).	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.	This KIS is a focus for 2020 for the aim is to improve the following components of the parent opinion survey: teacher communication and effective teaching.	
Goal 3	Over the life of the Strategic Plan, we will continue to provide a whole school community focus on building positive relationships and resilience, underpinned by the school values so that Wellbeing will be enhanced.	
12 Month Target 3.1	The average absence days per student is at or below the result for similar schools. The Student Attitudes to School Survey records more than 75% positive responses for Classroom Behaviour.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Embed our school values using our Wellbeing Plan that incorporates the School Wide Positive Behaviour Support (SWPBS) and Respectful Relationships (RR) initiatives.	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.	This was a focus on the 2019 AIP. The school is only 12 months into this journey which we will continue in 2020 as a RR Lead School.	

Define Actions, Outcomes and Activities

Goal 1	<p>Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies so that all students make at least one year's growth for one year's learning in English, Mathematics, Science and Technology.</p>
12 Month Target 1.1	<ul style="list-style-type: none"> • NAPLAN Year 3 to 5 Relative growth measures to show each year of the Strategic Plan: Numeracy. Equal to or less than 25 per cent low growth and 25% high growth. Writing. Equal to or less than 20 per cent low growth and 30% high growth. Reading. Equal to or less than 15 per cent low growth and 35% high growth. • Maintain or increase the number of students in the top 2 bands for NAPLAN Reading, when comparing 2020 Grade 5 results to 2018 Grade 3 results. • Individual student achievement growth against Victorian Curriculum in Reading to be at or above 12 months. • Staff Opinion Survey (Peer observation, reflection and feedback) to be at or above 60%.
KIS 1 Building practice excellence	<p>Provide Quality Learning Tasks (English and Maths) using the DET resources HITS, Practice Principles and Amplify to produce consistent and improved outcomes.</p>
Actions	<p>Produce a 'Quality Tasks Plan' for English + Maths:</p> <ul style="list-style-type: none"> • Learning intentions and Success Criteria • Embed Readers and Writers Workshop Model. • Researching tasks to meet point of need. • Student Voice; contributing to, and developing learning goals and how to achieve them. • Participating in the Reading and Maths Growth Projects. • Staff PDPs and PP days are aligned to this KIS.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Regularly review assessment data / work samples with teachers. • Contribute to the development of learning goals and how to achieve them. • Engage in Quality Learning Tasks to meet their point of need. <p>Teachers will:</p> <ul style="list-style-type: none"> • Embed Reading and Writing Plans. • Regularly review assessment data / work samples with students. • Regularly conduct teacher:student conferring to allow students to contribute to the development of learning goals (English and Maths) and how to achieve them.

	<ul style="list-style-type: none"> Use DET documents (HITS, Amplify and Practice Principles) in development of 'Quality Tasks Plan'. <p>Leadership will:</p> <ul style="list-style-type: none"> Learning Specialist to coach teachers to implement the plan using time provided. The Literacy Leadership Team will meet regularly and monitor implementation of Reading and writing plans and continue Reading Growth Project. The Maths Leadership Team will engage in a Maths Sprint and Collaboration Project. 			
Success Indicators	<p>Data:</p> <ul style="list-style-type: none"> NAPLAN relative growth data to meet targets as stated in the SSP. Maintain or increase the number of students in the top 2 bands for NAPLAN Individual student achievement growth against Victorian Curriculum in Reading to be at or above 12 months. Staff Opinion Survey (Peer Observation, Reflection and Feedback) to be at or above 60% <p>Evidence:</p> <ul style="list-style-type: none"> Clear 'Quality Tasks Plan' for English and Maths evident. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All staff assist develop, implement, monitor and evaluate a Quality Learning Tasks Plan using DET resources HITS, Amplify and Practice Principles.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Whole-school conferring templates for English and Maths show student voice, agency and leadership in the development of student learning goals.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Maths Leaders train staff in the use of Essential Assessment (Maths) to assist teachers use data to inform planning and develop student learning goals	<input checked="" type="checkbox"/> All Staff <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
Literacy Leaders conduct learning walks to monitor implementation of Reading and Writing Plan.	<input checked="" type="checkbox"/> Literacy Leader <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
Maths Leaders lead implementation of Maths Sprint and Collaboration Project	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Literacy Leaders lead implementation of Reading Growth Project	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Over the life of the Strategic Plan we will challenge and empower students' to be curious, motivated, self-regulating and resilient learners so as to be actively engaged and socially responsible community members.			
12 Month Target 2.1	Parent Opinion survey data. % of positive responses to be at or above 80% for 'Effective Teaching', 75% for 'Teacher Communication' and 80% for 'Effective Teaching'.			
KIS 1 Parents and carers as partners	Provide opportunities for parents to view student progress via Learning Showcase and Learning Tasks (Compass).			
Actions	<ul style="list-style-type: none"> • Staff develop a whole-school process for sharing Learning Tasks to parents via Compass. • Teachers prepare Learning Showcases with students for parents to attend. • Staff PDPs and PP days are aligned to this Key Improvement Strategy. 			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Share their learning with parents each term via the Learning Showcase. 2 before school, 2 after. • Complete Quality Learning Tasks (English and Maths) to be shared with parents/carers via Compass. <p>Teachers will:</p> <ul style="list-style-type: none"> • Prepare students for Learning Showcase each term. 2 before school, 2 after. • Share Learning Tasks via Compass each term. <p>Leadership will:</p> <ul style="list-style-type: none"> • Provide time for teachers to prepare for Learning Showcase and share Quality Learning Tasks. • Teachers provided with time and professional development to prepare Learning Showcases and Learning Tasks. 			
Success Indicators	<p>Data: Parent Opinion survey data. % of positive responses to be at or above 80% for 'Effective Teaching', 75% for 'Teacher Communication'.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Parent attendance at Learning Showcase. • Parents access Compass to access Learning Tasks. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Learning showcases to occur twice per term.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Quality Learning Tasks are distributed to parents via Compass twice per term.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Over the life of the Strategic Plan, we will continue to provide a whole school community focus on building positive relationships and resilience, underpinned by the school values so that Wellbeing will be enhanced.
12 Month Target 3.1	The average absence days per student is at or below the result for similar schools. The Student Attitudes to School Survey records more than 75% positive responses for Classroom Behaviour.
KIS 1 Empowering students and building school pride	Embed our school values using our Wellbeing Plan that incorporates the School Wide Positive Behaviour Support (SWPBS) and Respectful Relationships (RR) initiatives.
Actions	<ul style="list-style-type: none"> • The Wellbeing Leadership Team attend relevant PD (eg. SWPBS and RR). • Review SWPBS and RRRR implementation plans. • Lead school – RRRR • Review SWPBS Matrix. • Staff PDPs and PP days are aligned to this Key Improvement Strategy. • Review Student Leadership Program.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Grade 6 students, including Values Leaders, promote the Values and assist revise the SWPBS Matrix. • Be aware of the value of the week via the Anchor Chart. <p>Teachers will:</p> <ul style="list-style-type: none"> • Embed Wellbeing Plan. • SWPBS Matrix revised. • Collect data regarding student behavior to highlight the Values to teach. • Student awards are based on the school values. <p>Leadership will:</p> <ul style="list-style-type: none"> • The Wellbeing Leadership Team will meet regularly to monitor implementation of the Wellbeing Plan. • Completed Review of Student Leadership Program.
Success Indicators	<p>Data:</p> <ul style="list-style-type: none"> • The average absence days per student is at or below the result for similar schools. • The Student Attitudes to School Survey records more than 75% positive responses for Classroom Behaviour. <p>Evidence:</p> <ul style="list-style-type: none"> • Revised SWPBS Matrix documented incorporating the school values and Respectful Relationships.

	<ul style="list-style-type: none"> Development of a revised Student Leadership program promoting Student Voice and Agency. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
The Wellbeing Leadership Team attend relevant professional learning as part of the SWPBS and RRRR initiatives.	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
The SWPBS Matrix is reviewed to check it links to the school values, is having an impact on creating a positive climate for learning, is related to the RRRR and SWPBS initiatives and is implemented consistently across the school.	<input checked="" type="checkbox"/> All Staff <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
The student leadership program is reviewed to check it provides opportunities for student voice, agency and leadership as well as support implementation of the Values.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <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	\$11,000.00	\$10,600.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$11,000.00	\$10,600.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
All staff assist develop, implement, monitor and evaluate a Quality Learning Tasks Plan using DET resources HITS, Amplify and Practice Principles.	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) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$4,600.00
Maths Leaders lead implementation of Maths Sprint and Collaboration Project	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) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Literacy Leaders lead implementation of Reading Growth Project	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$2,000.00	\$2,000.00

The student leadership program is reviewed to check it provides opportunities for student voice, agency and leadership as well as support implementation of the Values.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Totals			\$11,000.00	\$10,600.00

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
All staff assist develop, implement, monitor and evaluate a Quality Learning Tasks Plan using DET resources HITS, Amplify and Practice Principles.	<input checked="" type="checkbox"/> All Staff <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"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <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"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Maths Leaders train staff in the use of Essential Assessment (Maths) to assist teachers use data to inform planning and develop student learning goals	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Maths Leaders lead implementation of Maths Sprint and Collaboration Project	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1	<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"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> Off-site Grovedale PS

		to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <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"/> Numeracy leader	
Literacy Leaders lead implementation of Reading Growth Project	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 2	<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"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <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"/> Off-site Professional learning location to be determined by regional office staff.
Quality Learning Tasks are distributed to parents via Compass twice per term.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<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"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
The Wellbeing Leadership Team attend relevant professional learning as part of the SWPBS and RRRR initiatives.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources RRRR and SWPBS regional coaches	<input checked="" type="checkbox"/> Off-site As determined by RRRR and SWPBS regional coaches