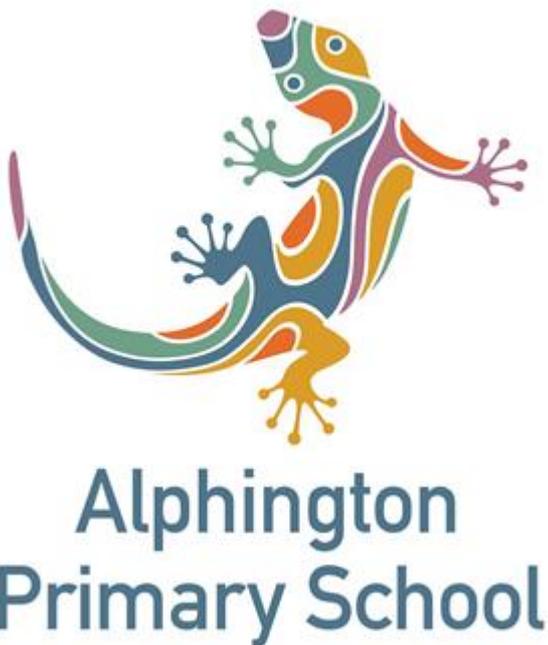


2021 Annual Implementation Plan

for improving student outcomes

Alphington Primary School (3599)



Submitted for review by Melissa Mackenzie (School Principal) on 01 February, 2021 at 10:59 AM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 02 March, 2021 at 05:01 PM
Endorsed by Anneke Praagman (School Council President) on 29 March, 2021 at 07:44 PM

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	While the year has been disrupted there have been many learning opportunities provided that will inform future planning and goals.
Considerations for 2021	Capturing the students different styles of learning and ensuring we are able to provide a range of learning opportunities utilising the skills gained from the Google classrooms and digital learnings.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve the achievement and learning growth of every student, particularly in literacy and numeracy
Target 2.1	<p>By 2022, increase the percentage of students making medium and high relative learning gain in NAPLAN:</p> <ul style="list-style-type: none"> • Writing to 85 or above (from 70.3 in 2018) • Numeracy to 85 or above (from 82.7 in 2018) • Reading to 85 or above (from 79.0 in 2018)
Target 2.2	<p>By 2022, increase the percentage of Year 3 students in the top 2 NAPLAN bands for:</p> <ul style="list-style-type: none"> • Writing to 80 or above (from 69.7 in 2018) • Numeracy to 80 or above (from 71.2 in 2018)

	<p>By 2022, increase the percentage of Year 5 students in the top 2 NAPLAN bands for:</p> <ul style="list-style-type: none"> • Writing to 50 or above (from 22 in 2018) • Numeracy to 65 or above (from 53.3 in 2018)
Target 2.3	100 per cent of students will demonstrate 12 months or more learning growth in Reading, Writing and Numeracy using Teacher Judgement assessments that have been triangulated with reference to agreed norm–referenced/standards–based data. This target will be determined on a pro rata basis to allow for extended student absences.
Key Improvement Strategy 2.a Curriculum planning and assessment	Embed whole school instructional models with consistency, incorporating high impact teaching strategies and agreed approaches to the teaching of reading, writing and numeracy, to ensure high quality instruction for every student
Key Improvement Strategy 2.b Evaluating impact on learning	Build staff capacity in data literacy to inform the collaborative planning of teaching and learning practices that target the point of need and evaluate the impact of learning on individual students and cohorts
Key Improvement Strategy 2.c Building practice excellence	Embed a culture of continuous improvement by utilising PLCs that build collective efficacy for improved student outcomes
Goal 3	To improve student engagement, voice and learner agency
Target 3.1	<p>By 2022, increase positive endorsement on the AToSS for Years 4–6 for factors:</p> <ul style="list-style-type: none"> • Student voice and agency—80% or above (from 73% in 2019) • Motivation & interest—85% or above (from 79% in 2019) • Learning confidence—85% or above (from 83% in 2019)

Target 3.2	<p>By 2022, increase the whole school positive endorsement on the SSS for factors:</p> <ul style="list-style-type: none"> • Academic emphasis—80% or above (from 63% in 2018) • Teacher collaboration—80% or above (from 73% in 2018)
Key Improvement Strategy 3.a Empowering students and building school pride	Develop learner agency to empower students to take ownership of their learning to improve student engagement, health and wellbeing outcomes
Key Improvement Strategy 3.b Building practice excellence	Build teacher capacity to engage students as strong agents in their learning
Key Improvement Strategy 3.c Empowering students and building school pride	Develop and implement whole school processes and procedures that enhance opportunities for student voice and agency
Goal 4	To empower students to enhance the school’s positive climate for learning for the social and emotional wellbeing of every student
Target 4.1	<p>By 2022, increase positive endorsement on the AToSS for Years 4–6 for factors:</p> <ul style="list-style-type: none"> • Sense of connectedness—85% or above (from 78% in 2019) • Classroom behaviour—85% or above (from 80% in 2019) • Teacher concern—85% or above (from 74% in 2019)
Target 4.2	<p>By 2022, the per cent positive endorsement on the POS will improve:</p> <ul style="list-style-type: none"> • Student agency and voice—to 85% or above (from 74% in 2018)

	<ul style="list-style-type: none"> • Teacher communication—to 85% or above (from 70% in 2018) • Student motivation and support—to 85% or above (from 65% in 2018) • School improvement—to 85% or above (from 65% in 2018)
Target 4.3	<p>By 2022, the whole school per cent endorsement on the SSS category will be:</p> <ul style="list-style-type: none"> • Trust in students and parents—to 85% or above (from 69% in 2018)
Key Improvement Strategy 4.a Health and wellbeing	Continue to develop a whole school approach to wellbeing, implemented consistently so that every student thrives
Key Improvement Strategy 4.b Parents and carers as partners	Further develop learning partnerships with parents/carers and the broader community to enhance the positive climate for learning to improve outcomes for every student
Key Improvement Strategy 4.c Health and wellbeing	Develop student agency to empower them to be strong agents in their social and emotional development

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>Tutoring program will show growth from benchmark to end of cycle Student data will show positive growth as per these targets- Student voice and agency—76%, Motivation & interest—81%, Learning confidence—85% School connection will show positive growth- Sense of connectedness—82%, Student agency and voice—78%, Teacher communication—75%, Student motivation and support—75%</p>
To improve the achievement and learning growth of every student, particularly in literacy and numeracy	Yes	<p>By 2022, increase the percentage of students making medium and high relative learning gain in NAPLAN:</p> <ul style="list-style-type: none"> • Writing to 85 or above (from 70.3 in 2018) • Numeracy to 85 or above (from 82.7 in 2018) • Reading to 85 or above (from 79.0 in 2018) 	NAPLAN: Medium and high growth year 3 to year 5 target - Reading 82, Writing 75, Numeracy 85
		<p>By 2022, increase the percentage of Year 3 students in the top 2 NAPLAN bands for:</p>	NAPLAN: Year 3 top two bands; Writing 74, Numeracy 74

		<ul style="list-style-type: none"> • Writing to 80 or above (from 69.7 in 2018) • Numeracy to 80 or above (from 71.2 in 2018) <p>By 2022, increase the percentage of Year 5 students in the top 2 NAPLAN bands for:</p> <ul style="list-style-type: none"> • Writing to 50 or above (from 22 in 2018) • Numeracy to 65 or above (from 53.3 in 2018) 	NAPLAN: Year 5 top two bands; Writing 30, Numeracy 58
		100 per cent of students will demonstrate 12 months or more learning growth in Reading, Writing and Numeracy using Teacher Judgement assessments that have been triangulated with reference to agreed norm-referenced/standards-based data. This target will be determined on a pro rata basis to allow for extended student absences.	100% will demonstrate 12 months growth- using Tchr judgements Triangulated data sources-
To improve student engagement, voice and learner agency	No	<p>By 2022, increase positive endorsement on the AToSS for Years 4–6 for factors:</p> <ul style="list-style-type: none"> • Student voice and agency—80% or above (from 73% in 2019) • Motivation & interest—85% or above (from 79% in 2019) • Learning confidence—85% or above (from 83% in 2019) 	
		<p>By 2022, increase the whole school positive endorsement on the SSS for factors:</p> <ul style="list-style-type: none"> • Academic emphasis—80% or above (from 63% in 2018) 	

		<ul style="list-style-type: none"> • Teacher collaboration—80% or above (from 73% in 2018) 	
To empower students to enhance the school's positive climate for learning for the social and emotional wellbeing of every student	No	<p>By 2022, increase positive endorsement on the AToSS for Years 4–6 for factors:</p> <ul style="list-style-type: none"> • Sense of connectedness—85% or above (from 78% in 2019) • Classroom behaviour—85% or above (from 80% in 2019) • Teacher concern—85% or above (from 74% in 2019) 	
		<p>By 2022, the per cent positive endorsement on the POS will improve:</p> <ul style="list-style-type: none"> • Student agency and voice—to 85% or above (from 74% in 2018) • Teacher communication—to 85% or above (from 70% in 2018) • Student motivation and support—to 85% or above (from 65% in 2018) • School improvement—to 85% or above (from 65% in 2018) 	
		<p>By 2022, the whole school per cent endorsement on the SSS category will be:</p> <ul style="list-style-type: none"> • Trust in students and parents—to 85% or above (from 69% in 2018) 	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	Tutoring program will show growth from benchmark to end of cycle Student data will show positive growth as per these targets- Student voice and agency—76%, Motivation & interest—81%, Learning confidence—85% School connection will show positive growth- Sense of connectedness—82%, Student agency and voice—78%, Teacher communication—75%, Student motivation and support—75%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 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.	
Goal 2	To improve the achievement and learning growth of every student, particularly in literacy and numeracy	
12 Month Target 2.1	NAPLAN: Medium and high growth year 3 to year 5 target - Reading 82, Writing 75, Numeracy 85	

12 Month Target 2.2	NAPLAN: Year 3 top two bands; Writing 74, Numeracy 74 NAPLAN: Year 5 top two bands; Writing 30, Numeracy 58	
12 Month Target 2.3	100% will demonstrate 12 months growth- using Tchr judgements Triangulated data sources-	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Embed whole school instructional models with consistency, incorporating high impact teaching strategies and agreed approaches to the teaching of reading, writing and numeracy, to ensure high quality instruction for every student	Yes
KIS 2 Evaluating impact on learning	Build staff capacity in data literacy to inform the collaborative planning of teaching and learning practices that target the point of need and evaluate the impact of learning on individual students and cohorts	Yes
KIS 3 Building practice excellence	Embed a culture of continuous improvement by utilising PLCs that build collective efficacy for improved student outcomes	No
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.	The work done so far needs to be embedded. The writing model is near, the maths model will be focussed on and reading will become a focus. The PLC's will continue but wont need to be a KIS for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal			
12 Month Target 1.1	<p>Tutoring program will show growth from benchmark to end of cycle</p> <p>Student data will show positive growth as per these targets- Student voice and agency—76%, Motivation & interest—81%, Learning confidence—85%</p> <p>School connection will show positive growth- Sense of connectedness—82%, Student agency and voice—78%, Teacher communication—75%, Student motivation and support—75%</p>			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	<p>Planning thoroughly to ensure most efficient use of resource.</p> <p>Design of a blended model if implementation to include technology and the arts as part of the program for students to apply skills learned and further develop wellbeing and socialisation.</p> <p>Focus on student data and setting of specific achievable goals that can be achieved in 5 week cycles.</p> <p>Involvement of class teacher in delivering at least one of the tutoring sessions to ensure consistency, utilising expertise and having relationships with students.</p>			
Outcomes	<p>Identified students will have 'caught up'.</p> <p>Staff capacity to identify and meet individual needs is further enhanced</p> <p>Staff's data literacy has increased</p> <p>Identified student's data will show rapid growth.</p>			
Success Indicators	<p>NAPLAN</p> <p>Tchr judgements</p> <p>School data- moderated samples of writing, Essential assessments, DAL,</p> <p>Student opinion data</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Thorough planning with leadership to design program. Employment of appropriate staff. Implementation of program with review periods every 5 weeks</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$70,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>KIS 2 Health and wellbeing</p>	<p>Happy, active and healthy kids priority</p>			
<p>Actions</p>	<p>Design tracking tool to gauge how students are feeling and implement across the school. Implement the House system with activity days to build connectedness to school Incorporate technology/ arts into the tutoring program to build engagement and enjoyment at school Ensure student voice and agency remains in Writing approach by empowering students to monitor their own learning and accountability and authentic writing opportunities. Development in learner confidence to problem solve and reason in Maths Audit current opportunities provided for student voice Develop staff understanding of student agency Continue with the documentation and implementation of the Wellbeing at APS Framework, including embedding the 4Rs teaching and learning program Ensure tutoring/ enrichment is meeting individual needs Build staff capacity to meet individual needs including social and wellbeing</p>			
<p>Outcomes</p>	<p>Tracking will show positive outcomes over time 'Tutoring' will be well attended and sought after Student data for connectedness will improve Staff understanding of voice and agency has increased Students are confident in Maths Writing choice continue to be a feature of the program Student opinion data shows positive growth Student leaders and SRC feel empowered to take action within the school Opinion data shows positive growth A framework for Wellbeing at APS is documented, understood and implemented consistently across the school, including: 4Rs program, Circle Time, School Values, Opinion data</p>			

	Anecdotal data Completion of PL Documentation of Wellbeing @ APSs cohort activities, whole school themed days. Staff capacity to understand and meet individual needs has increased			
Success Indicators	House system becomes part of the student leaders initiative House system begins to be part of the culture Identified students for tutoring will make significant improvements in academic and social and wellbeing areas Student opinion data Student outcome data Parent/staff opinion data Leaders and SRC have made a difference Students participating positively in House activities Anecdotal data Completion of PL Documentation of Wellbeing @ APS			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Tracking tool is utilised across the school, staff feel well equipped to support all students and their individual needs, the House system is further implemented	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ensure awareness of choice and voice is documented in planning Audit current opportunities and document these, communication with community	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue with the implementation of the 4R's program Ensure tutoring/ enrichment is meeting individual needs Build staff capacity to meet individual needs including social and wellbeing	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<p>Communication about the House system Communication about the technology/arts additional program Document a communication plan including parent forums Support SC subcommittee to be involved with this plan and implementation Ensure communication is clear with regards to school upgrade- continue working with VSBA and stakeholders to implement paths of communication Build capacity of teachers to understand agency Recognise opportunities for student agency Provide further opportunities across the school to develop social and emotional development</p>			
Outcomes	<p>Students will participate and enjoy the House activities. The community will support learning and have increased understanding of the House system Student opinion data will show positive growth Tutoring program will be recognised as playing a significant role in student achievement. Upgrade proceeds smoothly Enrolments remain or increase- positive story in the community Communication plan is developed and supported by School Council Opinion data shows positive growth Tracking tool shows positive trends Staff capacity to address individual student needs has increased</p>			
Success Indicators	<p>Student data- tracking tool Opinion data- student/ staff and parent shows positive growth Enrolments remain or increase Anecdotal evidence</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Develop communication plans to ensure all stakeholders are informed about the House system and the tutoring program. Implement plans	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Document a communication plan including parent forums Support SC subcommittee to be involved with this plan and implementation Ensure communication is clear with regards to school upgrade- continue working with VSBA and stakeholders to implement paths of communication	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Build capacity of teachers to understand agency Recognise opportunities for student agency Provide further opportunities across the school to develop social and emotional development	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve the achievement and learning growth of every student, particularly in literacy and numeracy			
12 Month Target 2.1	NAPLAN: Medium and high growth year 3 to year 5 target - Reading 82, Writing 75, Numeracy 85			
12 Month Target 2.2	NAPLAN: Year 3 top two bands; Writing 74, Numeracy 74 NAPLAN: Year 5 top two bands; Writing 30, Numeracy 58			
12 Month Target 2.3	100% will demonstrate 12 months growth- using Tchr judgements Triangulated data sources-			
KIS 1 Curriculum planning and assessment	Embed whole school instructional models with consistency, incorporating high impact teaching strategies and agreed approaches to the teaching of reading, writing and numeracy, to ensure high quality instruction for every student			
Actions	- Mathematics Planning documents aligned with Victorian Curriculum - Further develop and embed Mathematics Instructional Model with focus on consistent implementation of the four Mathematics Proficiencies from F-6			

	<p>Reading - Develop a whole school approach to the teaching of Reading by evaluating current practices and fine tuning current model to incorporate consistent instructional model.</p> <p>Writing - Embed the Genre Process instructional model consistently across F-6. aligned to the whole school curriculum plan for writing, assessment and reporting. - Implement the Spelling approach begun in 2019, building consistency across F-6. Support staff by documenting and embedding approach and engaging in further PL as required.</p>
Outcomes	<p>Mathematics - Consistent planning aligned to Victorian Curriculum - Staff develop greater knowledge of implementation of Victorian Curriculum - Students targeted at their point of need in all areas of Mathematics - Learning differentiation - Increased teacher confidence, and knowledge and application of the four Mathematics proficiencies - Fluency, Understanding, Reasoning and Problem Solving - Students demonstrate increased confidence and ability to problem solve and reason</p> <p>Reading - Consistent planning closely linked to curriculum - Staff greater knowledge of curriculum - Students targeted at their point of need in all areas of Reading - differentiation - Documented approach to Reading</p> <p>Writing - Consistent planning and pedagogical approaches for the teaching of writing and spelling</p>
Success Indicators	<p>Mathematics- student data meets/ exceeds targets - Planning documents demonstrate consistent teaching and learning - Four Mathematics Proficiencies - Student work samples - Whole school moderation samples - Essential Assessment data - Student Learning Tracking document</p> <p>Reading- student data meets/ exceeds targets -agreed school approach documented</p> <p>Spelling- student data meets/exceeds targets -further understanding and implementation across the school</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
English- writing model embedded - Reading approaches audited, aligned to curriculum and documented - Spelling approach reviewed and further developed	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Maths- documentation embedded PL and PLC focus on proficiencies differentiation further implemented	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Spelling- further refine and document the APS approach	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evaluating impact on learning	Build staff capacity in data literacy to inform the collaborative planning of teaching and learning practices that target the point of need and evaluate the impact of learning on individual students and cohorts			
Actions	Implement Mathematics Triangulation of Data, including Maths proficiencies Ongoing moderation of Mathematics - including four proficiencies Reading- agreed school data sources Writing- assessment schedule consistently implemented including moderation and spelling Differentiation-focus of PL for staff through maths			

	Evaluate current assessment practices in Literacy, particularly in Reading, including analysis of data and triangulation to target students at their point of need. Continue to embed the 2020 documented approach to Writing to ensure consistency in practice from Foundation to Year 6.			
Outcomes	<p>Mathematics</p> <ul style="list-style-type: none"> - Increased staff confidence and ability to analyse and utilise evidence - Individual, cohort and whole-school trends identified and targeted - Consistent planning aligned to Victorian Curriculum - Increased Staff knowledge of Victorian Curriculum content and proficiencies - Students targeted at their point of need in all areas of Mathematics - Learning differentiation <p>Reading/ Spelling</p> <ul style="list-style-type: none"> -documented approach to the teaching of reading/ spelling -consistent approach to teaching reading/ spelling - increased staff capacity to teach reading/ spelling 			
Success Indicators	<p>Mathematics</p> <ul style="list-style-type: none"> - Student learning - tracking documents for all students - Essential Assessment growth data - Planning documents demonstrate focus groups based on point of need - linked to Victorian Curriculum content descriptors - ILPs for students working above and below expected level <p>Reading</p> <ul style="list-style-type: none"> -student data- NAPLAN, teacher judgements, opinion survey -documentation -evidence in planning documents 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Maths- research best data sources and build staff capacity to collect and analyse data. Utilise PLC cycle to enhance understanding and focus on proficiencies</p> <ul style="list-style-type: none"> - staff PL 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>Reading/ Spelling- agreed data collection and analysis - PL for staff</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,000.00	\$5,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$5,000.00	\$5,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
English- writing model embedded - Reading approaches audited, aligned to curriculum and documented - Spelling approach reviewed and further developed	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Totals			\$5,000.00	\$5,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Tracking tool is utilised across the school, staff feel well equipped to support all students and their individual needs, the House system is further implemented	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> 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"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Ensure awareness of choice and voice is documented in planning Audit current opportunities and document these, communication with community	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue with the implementation of the 4R's program Ensure tutoring/ enrichment is meeting individual needs Build staff capacity to meet individual needs including social and wellbeing	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	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"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources RRRR supports <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
English- writing model embedded - Reading approaches audited, aligned to curriculum	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

and documented - Spelling approach reviewed and further developed	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team		<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	
Maths- documentation embedded PL and PLC focus on proficiencies differentiation further implemented	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Spelling- further refine and document the APS approach	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Maths- research best data sources and build staff capacity to collect and analyse data.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	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"/> PLC Initiative <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

<p>Utilise PLC cycle to enhance understanding and focus on proficiencies - staff PL</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team 	<p>to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 		
<p>Reading/ Spelling- agreed data collection and analysis - PL for staff</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site