

2020 Annual Implementation Plan

for improving student outcomes

Ainslie Parklands Primary School (4879)



Submitted for review by Brett Mackenzie (School Principal) on 29 November, 2019 at 02:49 PM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 21 February, 2020 at 01:04 PM
Endorsed by Evan Coutts (School Council President) on 17 March, 2020 at 04:10 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
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	With 2019 representing the first full year of the current School Strategic Plan cycle, we were pleased with the progress made towards school-wide goals. As with many schools, we managed commitments to large scale building projects throughout 2019 and a number of impactful staffing situations, which did have a bearing on the progress made. This was particularly relevant in relation to the embedding of the school-wide instructional model and the School-wide Positive Behaviour Framework. Both of these tasks are by their nature long term projects, and although progress was measured this year, the school was able to lay strong foundations on which to build within the 2020 school year. The form and function of the School Improvement Team (SIT) has also been reviewed and updated throughout the 2019 school year, which has already provided greater clarity for the group to target whole school goals.
Considerations for 2020	The key considerations for 2020 will be the collective approach the school needs to take into the implementation of the school-wide instructional model, the School-Wide Positive Behaviour Support Framework and our approach to developing capacity in data literacy. It is vital that the

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	Improve student learning outcomes in literacy and numeracy.				
Target 1.1	By 2022, increase the percentage of students in the Top 2 bands of NAPLAN Reading, Writing and Numeracy:				
Target 1.2	By 2022, decrease the percentage of students in the Bottom 2 bands of NAPLAN Reading, Writing and Numeracy:				

Domain	Year 3		Year 5	
	2017	2022	2017	2022
Numeracy	48%	50%	36%	50%
Writing	19%	45%	20%	40%
Reading	63%	65%	52%	60%

Domain	Year 3		Year 5	
	2017	2022	2017	2022
Numeracy	4%	4%	16%	10%
Writing	15%	5%	8%	5%

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Key Improvement Strategy 1.a Building practice excellence	Develop and implement a clear and agreed pedagogical model for the school.									
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and document a guaranteed, agreed, viable curriculum.									
Key Improvement Strategy 1.c Curriculum planning and assessment	Build teacher capacity in data literacy to inform differentiated teaching and learning.									
Key Improvement Strategy 1.d Curriculum planning and assessment	Build teacher capacity in formative assessment and feedback to empower students in their own learning.									
Goal 2	Improve student engagement, health and wellbeing.									
Target 2.1	By 2022, increase the percentage of positive endorsement in the School Staff Survey : <table border="1" data-bbox="669 956 1648 1171"> <thead> <tr> <th>Factor</th> <th>2017</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Believe student engagement is key to learning</td> <td>54%</td> <td>85%</td> </tr> <tr> <td>Promote student ownership of learning goals</td> <td>31%</td> <td>85%</td> </tr> </tbody> </table>	Factor	2017	2022	Believe student engagement is key to learning	54%	85%	Promote student ownership of learning goals	31%	85%
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Key Improvement Strategy 2.a Empowering students and building school pride	Build student voice and agency in the learning process.		
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Implement the school wide positive behaviours approach		
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Develop a consistent delivery approach for the PSD and EAL program at the school		
Key Improvement Strategy 2.d Parents and carers as partners	Develop and refine a consistent communication and engagement approach with all parents.		
Goal 3	Improve instructional and shared leadership across the school to improve student outcomes		

Target 3.1	<p>By 2022, increase the percentage of positive endorsement in the School Staff Survey</p> <table border="1" data-bbox="667 256 1460 687"> <thead> <tr> <th data-bbox="667 256 1061 328">Factor</th> <th data-bbox="1061 256 1261 328">2017</th> <th data-bbox="1261 256 1460 328">2022</th> </tr> </thead> <tbody> <tr> <td data-bbox="667 328 1061 400">Cultural leadership</td> <td data-bbox="1061 328 1261 400">49%</td> <td data-bbox="1261 328 1460 400">85%</td> </tr> <tr> <td data-bbox="667 400 1061 472">Instructional leadership</td> <td data-bbox="1061 400 1261 472">40%</td> <td data-bbox="1261 400 1460 472">85%</td> </tr> <tr> <td data-bbox="667 472 1061 544">Visibility</td> <td data-bbox="1061 472 1261 544">52%</td> <td data-bbox="1261 472 1460 544">85%</td> </tr> <tr> <td data-bbox="667 544 1061 616">Flexibility</td> <td data-bbox="1061 544 1261 616">50%</td> <td data-bbox="1261 544 1460 616">85%</td> </tr> <tr> <td data-bbox="667 616 1061 687">Intellectual stimulation</td> <td data-bbox="1061 616 1261 687">39%</td> <td data-bbox="1261 616 1460 687">85%</td> </tr> </tbody> </table>	Factor	2017	2022	Cultural leadership	49%	85%	Instructional leadership	40%	85%	Visibility	52%	85%	Flexibility	50%	85%	Intellectual stimulation	39%	85%
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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																								
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Goal 1	Improve student learning outcomes in literacy and numeracy.
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12 Month Target 1.2	<p>Writing Year 3 (5%) Year 5 (10%)</p>

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12 Month Target 1.3	<p>Writing - Year 5 (30%) Reading - Year 5 (30%) Numeracy- Year 5 (15%)</p>	
12 Month Target 1.4	<p>Writing - Year 5 (25%) Reading - Year 5 (25%) Numeracy - Year 5 (30%)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop and implement a clear and agreed pedagogical model for the school.	Yes
KIS 2 Curriculum planning and assessment	Develop and document a guaranteed, agreed, viable curriculum.	No
KIS 3 Curriculum planning and assessment	Build teacher capacity in data literacy to inform differentiated teaching and learning.	Yes
KIS 4 Curriculum planning and assessment	Build teacher capacity in formative assessment and feedback to empower students in their own learning.	No

<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>The development and implementation of an agreed, school-wide instructional model was a key recommendation of the school review and follows on from the 2019 AIP goal that was not fully reached. This goal formed a component of the PDP process for all teaching staff in 2019 and will continue into the 2020 school year. The model was developed through a collaborative process and the implementation has seen the most progress within the planning and teaching of reading. The embedding of learning intentions and success criteria has been supported by learning walks, however, this practises this still in process. Time restrictions with the professional learning schedule have prevented sufficient unpacking of the HITS, with a specific focus on Explicit Teaching and Feedback, as these elements are central to our instructional model. The 2020 school year will require a continued focus on the implementation of the instructional model to further support the practice of current staff and knowledge of students, and support the capacity building of the significant number of new staff next year. In order to allow a sharper focus around the implementation of the model in 2020, there will be a specific focus on the planning, teaching and assessing of numeracy. This is strongly supported by NAPLAN data that indicates disproportionate low growth over the last 5 years.</p>	
<p>Goal 2</p>	<p>Improve student engagement, health and wellbeing.</p>	
<p>12 Month Target 2.1</p>	<p>Believe student engagement is key to learning - 95% Promote student ownership of learning goals - 85%</p>	
<p>12 Month Target 2.2</p>	<p>Students not experiencing bullying - 75% Resilience - 80% Self-regulation and goal setting - 80% Student voice and agency - 70% Teacher concern - 70% Sense of connectedness - 70% Motivation and interest - 75%</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Build student voice and agency in the learning process.</p>	<p>No</p>
<p>KIS 2</p>	<p>Implement the school wide positive behaviours approach</p>	<p>Yes</p>

Setting expectations and promoting inclusion		
KIS 3 Setting expectations and promoting inclusion	Develop a consistent delivery approach for the PSD and EAL program at the school	No
KIS 4 Parents and carers as partners	Develop and refine a consistent communication and engagement approach with all parents.	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.	<p>The implementation of the School-Wide Positive Behaviour Framework was a key recommendation of the school review and follows on from the 2019 AIP goal that remains in process. This goal formed a component of the PDP process for all staff in 2019 and will continue into the 2020 school year. The embedding of the use of common language and the token acknowledgement system has been supported by learning walks, however, this practises this still in process. Time restrictions for the relevant key staff and within the professional learning schedule have prevented sufficient development of the scope and sequence documents required for explicit teaching of the values and for the development of a viable behavioural data collection system</p> <p>The 2020 school year will require a continued focus on the implementation of the SWPBS Framework to further support the practice of current staff and knowledge of students, and support the capacity building of the significant number of new staff next year. In order to allow a sharper focus around the implementation of the framework in 2020, there will be a specific focus on the explicit teaching of the school values of respect, responsibility and resilience and the consistent collection and analysis of student behaviour data.</p>	

Define Actions, Outcomes and Activities

Goal 1	Improve student learning outcomes in literacy and numeracy.
12 Month Target 1.1	Writing - Year 3 (40%) Year 5 (30%) Reading - Year 3 (60%) Year 5 (50%) Numeracy - Year 3 (50%) and Year 5 (40%) Teacher Judgement - across all levels at least 25% of students making above expected group from Semester 2 2019 - Semester 2 2020, for Reading, Writing and Numeracy.
12 Month Target 1.2	Writing Year 3 (5%) Year 5 (10%) Reading - Year 3 (5%) Year 5 (10%) Numeracy - Year 3 (5%) Year 5 (15%)
12 Month Target 1.3	Writing - Year 5 (30%) Reading - Year 5 (30%) Numeracy- Year 5 (15%)
12 Month Target 1.4	Writing - Year 5 (25%) Reading - Year 5 (25%) Numeracy - Year 5 (30%)
KIS 1 Building practice excellence	Develop and implement a clear and agreed pedagogical model for the school.
Actions	Build teacher capacity in the implementation of the School Wide Instructional Model, with a specific focus on the learning and teaching of writing. Development and implement classroom observation model that supports the provision of feedback to all staff.

<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - be able to articulate the 'usual' structure of lessons - be able to articulate the learning intentions and success criteria of each lesson - be able to ask relevant questions during the explicit teaching phase of the lesson. - be able to provide feedback to teachers and peers throughout the learning process. <p>Teachers will:</p> <ul style="list-style-type: none"> - use learning intentions and success criteria for every learning experience. - include a lesson opening, explicit teaching and check in for every learning experience. - use agreed planning formats embedded with the instructional model. - engage in professional learning opportunities focused on High Impact Teaching Strategies (HITS) of Explicit Teaching and Feedback. <p>Leaders will:</p> <ul style="list-style-type: none"> - conduct regular learning walks across the school, and monitor the impact of improvement strategies. - lead and participate in professional learning opportunities focused on High Impact Teaching Strategies (HITS) of Explicit Teaching and Feedback, as evidenced by professional learning schedule and PDP goals and reflection. - to establish and implement clear and consistent planning protocols for all staff. - build teacher capacity in data literacy and assessment skills, through the (PLC) Professional Learning Communities project. 			
<p>Success Indicators</p>	<p>Leader notes from conversations with students during learning walks. Student developed learning intentions and success criteria. Attitude to School Survey (Effective teaching practice - stimulated learning) + (Social engagement student voice and agency Student reflections on goals Staff reflections from PDP process. Unit and weekly work programs Reflection notes from learning walks. School Staff Survey (Teaching and Learning: Implementation - using High Impact Teaching Strategies + promoting student ownership of learning) School Improvement Team (SIT) meeting minutes. School Staff Survey (School Leadership - instructional leadership and visibility)</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>

Provide professional learning focused on the School Wide Instructional Model and feedback to staff based on the implementation.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop planning documents to support the implementation of the instructional model. (CRT costs incurred to release School Improvement Team members)	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish expectations for all teaching staff to guide the process within designated planning time; including moderation, collaborative planning and data analysis. (CRT costs incurred to release School Improvement Team members)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Ensure all teaching staff have a PDP goal that reflects the implementation of the instructional model.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used
Engage in learning walks that focus on the implementation of the instructional model.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Build teacher capacity in data literacy to inform differentiated teaching and learning.			

Actions	The implementation of collaborative team planning and inquiry cycles, following PLC initiative guidelines			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - document agreed practice for the planning of writing. - provide professional learning appropriate to the needs of the staff in relation to the PLC framework and data literacy. - provide time for teaching teams to meet. - participate as instructional leaders at PLC meetings and professional learning sessions. - establish and participate in weekly learning walks and talks <p>Teachers will:</p> <ul style="list-style-type: none"> - work collaboratively to complete inquiry cycles and planning documents. - Consistently use data and school documentation (e.g. scope and sequence, assessment schedule) to inform their practice. - Effectively plan for explicit teaching to improve student outcomes at appropriate developmental stages - analyse learning walks and talks. - analyse learning walk and talk data weekly. - co-construct learning goals with students. <p>Students will:</p> <ul style="list-style-type: none"> - Be engaged in work appropriate to their learning needs - Be able to articulate learning goals and strategies to achieve them and know when they are successful - have increased voice and agency through the participation of learning walks and talks. 			
Success Indicators	<ul style="list-style-type: none"> - Students demonstrate the effectiveness of explicit teaching by articulating an understanding of the learning focus - Students respond to: What are you learning? How are you going? What do you need to do next? How will you know if you are successful? - Increase in the PLC maturity matrix. - student data is used weekly in PLC meetings, as observed or documented in minutes. - Professional learning and planning schedule indicates the designated time for a specific focus. - evidence gathered from learning walks and talks identify changed practice as a result of professional learning. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Provide professional learning focused on PLC	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,200.00 <input type="checkbox"/> Equity funding will be used
Visit lighthouse PLC schools to observe good practice.	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,200.00 <input type="checkbox"/> Equity funding will be used
Agreed practices are documented and regularly reviewed.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <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
Instructional leaders attend PLC meetings to observe and provide feedback	<input checked="" type="checkbox"/> Leadership Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Improve student engagement, health and wellbeing.			
12 Month Target 2.1	Believe student engagement is key to learning - 95% Promote student ownership of learning goals - 85%			
12 Month Target 2.2	Students not experiencing bullying - 75% Resilience - 80% Self-regulation and goal setting - 80% Student voice and agency - 70% Teacher concern - 70% Sense of connectedness - 70% Motivation and interest - 75%			

KIS 1 Setting expectations and promoting inclusion	Implement the school wide positive behaviours approach
Actions	Implement the School Wide Positive Behaviour Action Plan for Tier 1 universal supports. Implement scope and sequence documents encompassing content relating to both SWPBS and Respectful Relationships and supporting lesson planning. Develop and implement a student behaviour data collection process.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Show an increased understanding of behavioural expectations and consequences. - Demonstrate an increase in learning engagement through the decrease of undesired behaviour. - Display a decrease in the frequency of tier 2 and 3 interventions. - be able to articulate changes in their own behaviour. <p>Teachers will:</p> <ul style="list-style-type: none"> - Demonstrate an increased confidence when managing behaviour and seeking support when required. - Display an increased level of consistency relating to the managing of the behaviors. - Model positive and respectful relationships. <p>Leadership will:</p> <ul style="list-style-type: none"> - Demonstrate an increased capacity to deliver professional learning and feedback on the implementation of the School Wide Positive Behaviour Framework. - Provide effective professional learning and feedback on the implementation of the PBS Framework - Show increased clarity in setting and managing team goals and expectations. - regularly monitor the effectiveness and implementation of SWPBS.
Success Indicators	<ul style="list-style-type: none"> - Attitude to School Survey (Learner characteristics and Disposition - self regulation and goal setting + resilience) - SWPBS Behavior analysis data - Data collection phase of the SWPBS - Observable language related to the SWPBS framework - School Staff Survey (School staff safety and well being - Build a resilience and a resilient supportive environment) - Visible signage of PBS processes

- School Staff Survey (School leadership - cultural leadership)
- Staff feedback during the Professional Development Plan (PDP) goal setting and review process.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement specific scope and sequence documents to support the explicit teaching of the school values of respect, responsibility and resilience.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement lesson plans and teaching support materials.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Select and implement data collection plan.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Maintain a clear and consistent practice in the use of positive acknowledgement tokens.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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	\$27,500.00	\$27,500.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$27,500.00	\$27,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide professional learning focused on the School Wide Instructional Model and feedback to staff based on the implementation.	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"/> CRT	\$2,500.00	\$2,500.00
Develop planning documents to support the implementation of the instructional model. (CRT costs incurred to release School Improvement Team members)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$2,500.00	\$2,500.00
Establish expectations for all teaching staff to guide the process within designated planning time; including moderation, collaborative planning and data analysis. (CRT costs incurred to release School Improvement Team members)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$2,500.00	\$2,500.00

Implement specific scope and sequence documents to support the explicit teaching of the school values of respect, responsibility and resilience.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
Develop and implement lesson plans and teaching support materials.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
Select and implement data collection plan.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
Maintain a clear and consistent practice in the use of positive acknowledgement tokens.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
Totals			\$27,500.00	\$27,500.00

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
Provide professional learning focused on the School Wide Instructional Model and feedback to staff based on the implementation.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<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
Establish expectations for all teaching staff to guide the process within designated planning time; including moderation, collaborative planning and data analysis. (CRT costs incurred to release School Improvement Team members)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Provide professional learning focused on PLC	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

Agreed practices are documented and regularly reviewed.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Implement specific scope and sequence documents to support the explicit teaching of the school values of respect, responsibility and resilience.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Departmental resources SWPBS Coach	<input checked="" type="checkbox"/> On-site
Select and implement data collection plan.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources SWPBS Coach	<input checked="" type="checkbox"/> On-site