

# **2020 Annual Implementation Plan**

## **for improving student outcomes**

Kerrimuir Primary School (4816)



Submitted for review by Michael Mclean (School Principal) on 03 December, 2019 at 10:58 AM  
Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 06 December, 2019 at 10:50 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2020

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

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

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

<b>Enter your reflective comments</b>	The self-evaluation is a process that has highlighted some of the very positive programs and structures currently in place at Kerrimuir PS. The greater focus on HITS and community engagement practices in 2019 will further enhance some of the processes and protocols that are already embedded at the school. This will be reflected in the 2020 AIP with many goals, actions and activities put in place to address school improvement priorities and initiatives.
<b>Considerations for 2020</b>	The main priority for 2020 is to focus on PD and protocols around HITS and parent communication - this is reflected in the AIP. Staff training will get underway in early 2020 and agreed expectations will be established in a consultative manner with staff. All staff PDPs will be linked to the priorities set out in the AIP.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Improve literacy and numeracy achievement and growth.
<b>Target 1.1</b>	By 2022 improve the percentage of students achieving high relative learning growth in NAPLAN reading Year 3 to 5, from 19% to 30% or greater.
<b>Target 1.2</b>	The percentage of Year 3 students achieving in the top 2 bands in NAPLAN reading will increase from 59% to 70% or greater.
<b>Target 1.3</b>	The percentage of Year 5 students achieving in the top 2 bands in NAPLAN in writing will increase from 28% to 35% or greater.
<b>Target 1.4</b>	Increase the percentage achieving high relative learning growth in NAPLAN writing from Year 3 to 5 from 32% to 36% or greater.
<b>Target 1.5</b>	The percentage of students achieving above Victorian Curriculum standards at Foundation to Year 6 in number & algebra to increase from 47% to 55% or greater.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Refine and embed the Kerrimuir Primary School instructional model incorporating the consistent use of the High Impact Teaching Strategies (HITS)

<b>Key Improvement Strategy 1.b</b> Building practice excellence	Develop and document a research-based approach to reading comprehension that is supported by a professional learning strategy that effectively builds teacher capability
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Ensure teachers collaborate and effectively analyse data to develop a shared understanding of learning at each student's point of need.
<b>Goal 2</b>	Empower students to become active agents in their learning.
<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>• Improve the percentage of positive responses for the self-regulation and goal setting factor for male students from 84% to 90% or greater.</li> <li>• Improve the percentage of positive responses for the AToSS student voice and agency factor for all students from 73% to 80% or greater</li> </ul>
<b>Target 2.2</b>	<ul style="list-style-type: none"> <li>• Improve the percentage of positive responses for the School Staff Survey in the area of Focus Learning on Real Life Problems from 78.6% to 84% or greater</li> <li>• Improve the percentage of positive responses for the School Staff Survey in the area of Promote Student Ownership of Learning Goals from 86.7% to 90% or greater</li> </ul>
<b>Target 2.3</b>	<ul style="list-style-type: none"> <li>• Improve the percentage of positive responses for the Parent Opinion Survey in the area of Student Agency and Voice from 29.3% to 34% or greater.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Develop a common understanding of the language of learning in the school community

<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Develop students' understanding of voice and agency to empower students in their learning by utilising goal setting and two-way feedback
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Increase the capacity of student leaders to represent the whole school and to have input into school decision making.
<b>Goal 3</b>	Build a safe, supportive and connected learning community.
<b>Target 3.1</b>	<p>Attitudes to School Survey (Years 4-6)</p> <p>By 2022:</p> <ul style="list-style-type: none"> <li>● Improve the percentage of positive responses for the school connectedness factor for all students from 86% to 91% or greater</li> <li>● Improve the percentage of positive responses for the sense of inclusion for all students from 90% to 94% or greater.</li> </ul>
<b>Target 3.2</b>	<p>Parent Opinion Survey</p> <p>By 2022:</p> <ul style="list-style-type: none"> <li>● Improve the percentage of overall positive responses for the school improvement factor with the school from 76% to 80% or greater.</li> <li>● Improve the percentage of overall positive responses for the parent participation and involvement factor from 76% to 80% or greater.</li> <li>● Improve the percentage of overall positive responses for teacher communication factor from 79% to 85% or greater</li> </ul>

<b>Target 3.3</b>	<p>School Staff Survey</p> <p>By 2022</p> <ul style="list-style-type: none"> <li>• Improve the percentage of overall positive responses for the Parent and Community Involvement from 69.4% to 74% or greater</li> </ul>
<b>Key Improvement Strategy 3.a</b> Parents and carers as partners	Develop a strategy that strengthens parent communication and builds their awareness and support for student learning.
<b>Key Improvement Strategy 3.b</b> Parents and carers as partners	Develop a framework to build parent engagement in student learning and effective home/school partnerships

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve literacy and numeracy achievement and growth.	Yes	By 2022 improve the percentage of students achieving high relative learning growth in NAPLAN reading Year 3 to 5, from 19% to 30% or greater.	By 2020 improve the percentage of students achieving high relative learning growth in NAPLAN reading Year 3 to 5, from 19% to 21%.
		The percentage of Year 3 students achieving in the top 2 bands in NAPLAN reading will increase from 59% to 70% or greater.	The percentage of Year 3 students achieving in the top 2 bands in NAPLAN reading will increase from 59% to 61%
		The percentage of Year 5 students achieving in the top 2 bands in NAPLAN in writing will increase from 28% to 35% or greater.	The percentage of Year 5 students achieving in the top 2 bands in NAPLAN in writing will increase from 28% to 29%
		Increase the percentage achieving high relative learning growth in NAPLAN writing from Year 3 to 5 from 32% to 36% or greater.	Increase the percentage achieving high relative learning growth in NAPLAN writing from Year 3 to 5 from 32% to 33%
		The percentage of students achieving above Victorian Curriculum standards at Foundation to Year 6 in number & algebra to increase from 47% to 55% or greater.	The percentage of students achieving above Victorian Curriculum standards at Foundation to Year 6 in number & algebra to increase from 47% to 48%



Empower students to become active agents in their learning.	Yes	<ul style="list-style-type: none"> <li>• Improve the percentage of positive responses for the self-regulation and goal setting factor for male students from 84% to 90% or greater.</li> <li>• Improve the percentage of positive responses for the AToSS student voice and agency factor for all students from 73% to 80% or greater</li> </ul>	<p>Improve the percentage of positive responses for the self-regulation and goal setting factor for male students from 84% to 85% or</p> <p>Improve the percentage of positive responses for the AToSS student voice and agency factor for all students from 73% to 74%</p>
		<ul style="list-style-type: none"> <li>• Improve the percentage of positive responses for the School Staff Survey in the area of Focus Learning on Real Life Problems from 78.6% to 84% or greater</li> <li>• Improve the percentage of positive responses for the School Staff Survey in the area of Promote Student Ownership of Learning Goals from 86.7% to 90% or greater</li> </ul>	<p>Improve the percentage of positive responses for the School Staff Survey in the area of Focus Learning on Real Life Problems from 78.6% to 79%</p> <p>Improve the percentage of positive responses for the School Staff Survey in the area of Promote Student Ownership of Learning Goals from 86.7% to 87%</p>
		<ul style="list-style-type: none"> <li>• Improve the percentage of positive responses for the Parent Opinion Survey in the area of Student Agency and Voice from 29.3% to 34% or greater.</li> </ul>	<p>Improve the percentage of positive responses for the Parent Opinion Survey in the area of Student Agency and Voice from 29.3% to 29.6%</p>
Build a safe, supportive and connected learning community.	No	Attitudes to School Survey (Years 4-6) By 2022:	

		<ul style="list-style-type: none"> <li>• Improve the percentage of positive responses for the school connectedness factor for all students from 86% to 91% or greater</li> <li>• Improve the percentage of positive responses for the sense of inclusion for all students from 90% to 94% or greater.</li> </ul>	
		<p>Parent Opinion Survey</p> <p>By 2022:</p> <ul style="list-style-type: none"> <li>• Improve the percentage of overall positive responses for the school improvement factor with the school from 76% to 80% or greater.</li> <li>• Improve the percentage of overall positive responses for the parent participation and involvement factor from 76% to 80% or greater.</li> <li>• Improve the percentage of overall positive responses for teacher communication factor from 79% to 85% or greater</li> </ul>	
		<p>School Staff Survey</p> <p>By 2022</p> <ul style="list-style-type: none"> <li>• Improve the percentage of overall positive responses for the Parent and Community Involvement from 69.4% to 74% or greater</li> </ul>	

<b>Goal 1</b>	Improve literacy and numeracy achievement and growth.	
<b>12 Month Target 1.1</b>	By 2020 improve the percentage of students achieving high relative learning growth in NAPLAN reading Year 3 to 5, from 19% to 21%.	
<b>12 Month Target 1.2</b>	The percentage of Year 3 students achieving in the top 2 bands in NAPLAN reading will increase from 59% to 61%	
<b>12 Month Target 1.3</b>	The percentage of Year 5 students achieving in the top 2 bands in NAPLAN in writing will increase from 28% to 29%	
<b>12 Month Target 1.4</b>	Increase the percentage achieving high relative learning growth in NAPLAN writing from Year 3 to 5 from 32% to 33%	
<b>12 Month Target 1.5</b>	The percentage of students achieving above Victorian Curriculum standards at Foundation to Year 6 in number & algebra to increase from 47% to 48%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Refine and embed the Kerrimuir Primary School instructional model incorporating the consistent use of the High Impact Teaching Strategies (HITS)	No
<b>KIS 2</b> Building practice excellence	Develop and document a research-based approach to reading comprehension that is supported by a professional learning strategy that effectively builds teacher capability	Yes
<b>KIS 3</b> Evaluating impact on learning	Ensure teachers collaborate and effectively analyse data to develop a shared understanding of learning at each student's point of need.	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 data examined during the school review in 2019 indicated a slight decline in the school Naplan results for Reading and Number and Algebra.	

<b>Goal 2</b>	Empower students to become active agents in their learning.	
<b>12 Month Target 2.1</b>	Improve the percentage of positive responses for the self-regulation and goal setting factor for male students from 84% to 85% or Improve the percentage of positive responses for the AToSS student voice and agency factor for all students from 73% to 74%	
<b>12 Month Target 2.2</b>	Improve the percentage of positive responses for the School Staff Survey in the area of Focus Learning on Real Life Problems from 78.6% to 79% Improve the percentage of positive responses for the School Staff Survey in the area of Promote Student Ownership of Learning Goals from 86.7% to 87%	
<b>12 Month Target 2.3</b>	Improve the percentage of positive responses for the Parent Opinion Survey in the area of Student Agency and Voice from 29.3% to 29.6%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop a common understanding of the language of learning in the school community	No
<b>KIS 2</b> Empowering students and building school pride	Develop students' understanding of voice and agency to empower students in their learning by utilising goal setting and two-way feedback	Yes
<b>KIS 3</b> Empowering students and building school pride	Increase the capacity of student leaders to represent the whole school and to have input into school decision making.	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.	Student Voice and Agency is a current focus of the school. We have formed a dedicated Professional Learning Team to examine how we can make improvements to the area.	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Improve literacy and numeracy achievement and growth.
<b>12 Month Target 1.1</b>	By 2020 improve the percentage of students achieving high relative learning growth in NAPLAN reading Year 3 to 5, from 19% to 21%.
<b>12 Month Target 1.2</b>	The percentage of Year 3 students achieving in the top 2 bands in NAPLAN reading will increase from 59% to 61%
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<b>12 Month Target 1.4</b>	Increase the percentage achieving high relative learning growth in NAPLAN writing from Year 3 to 5 from 32% to 33%
<b>12 Month Target 1.5</b>	The percentage of students achieving above Victorian Curriculum standards at Foundation to Year 6 in number & algebra to increase from 47% to 48%
<b>KIS 1</b> Building practice excellence	Develop and document a research-based approach to reading comprehension that is supported by a professional learning strategy that effectively builds teacher capability
<b>Actions</b>	<p>PLC training</p> <p>All PLCs to work on common goal - improving reading comprehension, including cross curriculum vocabulary priorities</p> <p>Numeracy PLC focus on comprehension in numeracy</p> <p>Literacy PLC focus on reading comprehension</p> <p>Employment of out of school curriculum consultants: Karen Starkiss and Toby McIraith</p> <p>Scope and sequence reviewed and refined for Literacy - Spelling/phonics and reading comprehension</p> <p>BASTOW Leading Numeracy course for leaders</p>
<b>Outcomes</b>	<p>Principal and School Leaders will:</p> <ul style="list-style-type: none"> <li>- provide sound and relevant professional learning to staff</li> <li>- model teaching and learning behaviours in line with Kerrimuir instructional model</li> <li>- conduct a reflective survey (February and November) with staff re: curriculum developments and improvements</li> <li>- provide feedback to teachers regarding their performance and development in line with continuous improvement cycle</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- participate in professional learning and demonstrate improved efficacy in classroom instruction</li> </ul>

	<ul style="list-style-type: none"> <li>- adapt planning and practice to new curriculum amendments and KPS instructional model</li> <li>- complete reflective survey at the beginning and end of 2020 in order to self evaluate practice and receive feedback from leadership</li> <li>- work with consultants as required</li> <li>- engage with new curriculum priorities and implement as required into team and individual planning</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- contribute to the development of their individual learning goals.</li> <li>- be able to articulate individual learning goals and understand the relevance to classroom practices</li> <li>- actively participate in differentiated literacy and numeracy sessions</li> </ul>			
<b>Success Indicators</b>	NAPLAN data used to evaluate success PAT test results Essential Assessment (Literacy Reading and Numeracy)			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Structure and plan professional learning meetings to develop teacher efficacy as in line with new curriculum priorities, scope and sequences and targets outlined by out of school consultants.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00  <input type="checkbox"/> Equity funding will be used
Liaise with Toby McIra in relation to data analysis and usage, and staff PD	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$10,000.00  <input type="checkbox"/> Equity funding will be used
Incorporate literacy and numeracy goals and PD participation into classroom staff PDPs	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

Establish budget and allocation of resources to best to implement initiatives	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Develop and lead a reflection survey with staff around curriculum developments and improvements at the beginning and end of 2020.	<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
Lead PD around classroom data to drive and develop staff.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Co-ordinate professional learning and/or curriculum days in conjunction with the Principal.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Manage budgets as set out by the Principal	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Link PDP goals to the AIP in relation to improving teaching practice	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used



Attend professional development sessions set out by Principal and/or Leadership Team in order to improve teacher capacity and student outcomes.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Provide time for leadership and SIT to meet regularly and track progress towards targets.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Provide time for curriculum leaders/leadership to investigate best practice and possible implementation into Kerrimuir's setting.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Incorporate whole school expectations of practice into PDPs	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Establish and communicate protocols and expectations around planning documentation.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Appoint key staff to co-ordinate new programs and initiatives.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Empower students to become active agents in their learning.
<b>12 Month Target 2.1</b>	Improve the percentage of positive responses for the self-regulation and goal setting factor for male students from 84% to 85% or Improve the percentage of positive responses for the AToSS student voice and agency factor for all students from 73% to 74%
<b>12 Month Target 2.2</b>	Improve the percentage of positive responses for the School Staff Survey in the area of Focus Learning on Real Life Problems from 78.6% to 79% Improve the percentage of positive responses for the School Staff Survey in the area of Promote Student Ownership of Learning Goals from 86.7% to 87%
<b>12 Month Target 2.3</b>	Improve the percentage of positive responses for the Parent Opinion Survey in the area of Student Agency and Voice from 29.3% to 29.6%
<b>KIS 1</b> Empowering students and building school pride	Develop students' understanding of voice and agency to empower students in their learning by utilising goal setting and two-way feedback
<b>Actions</b>	Maintaining and improving student voice and agency PLC Implementation of new 2020 House structure Link House structure to behaviour expectations Create a positive school culture encouraging SVAL
<b>Outcomes</b>	Principal & School Leaders will: - provide support to all stakeholders as required - see improved outcomes due to increased engagement  Teachers will: - understand the value of SVAL and implement student voice initiatives into their classrooms - negotiate aspects of classroom assessment and content with students where appropriate  Students will: - understand they are active participants and agents in their learning and assessment - have greater engagement with deliverable curriculum - exercise agency and be expected to contribute to the environment in which they learn  Community will: - show increased involvement in student learning

	- have greater understanding of the importance of SVAL to the Kerrimuir setting			
<b>Success Indicators</b>	Improve the percentage of positive responses for the AToSS student voice and agency factor for all students from 73% to 74% Improved percentage of positive responses in PoS in relation to student connectedness Stronger parent support within the classroom (as appropriate per year level)			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Maintain key staff to co-ordinate programs and initiatives	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Establish and communicate protocols and expectations in relation to SVAL in the classroom environment.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Incorporate whole school expectations of practice into PDPs	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Link PDP goals to the AIP in relation to improving teaching practice.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

Continue student voice and agency PLC	<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
Provide time for leadership and SIT to evaluate and reflect upon SVAL outcomes across the year.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Establish budget to implement initiatives.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Structure and plan professional learning meetings to develop teacher knowledge of SVAL	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Continue to communicate policies around student behaviour management and welfare to the community.	<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
Expect students to be active agents in their learning.	<input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input 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	\$4,000.00	\$0.00
Additional Equity funding	\$9,000.00	\$9,000.00
<b>Grand Total</b>	<b>\$13,000.00</b>	<b>\$9,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish budget to implement initiatives.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,000.00	\$0.00
<b>Totals</b>			<b>\$4,000.00</b>	<b>\$0.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Support students needing assistance with fine motor skill improvement through use of an Occupational Therapist	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00
Run parent helper course on Synthetic Phonics to support student learning	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$4,000.00	\$4,000.00

	to: Term 1			
<b>Totals</b>			\$9,000.00	\$9,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Structure and plan professional learning meetings to develop teacher efficacy as in line with new curriculum priorities, scope and sequences and targets outlined by out of school consultants.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Liaise with Toby McIrrath in relation to data analysis and usage, and staff PD	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> 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"/> External consultants Toby McIrrath & Karen Starkiss <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Incorporate literacy and numeracy goals and PD participation into classroom staff PDPs	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Lead PD around classroom data to drive and develop staff.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Co-ordinate professional learning and/or curriculum	<input checked="" type="checkbox"/> Leadership Team	from: Term 3	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site



days in conjunction with the Principal.		to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development		<input checked="" type="checkbox"/> External consultants Toby McIlrath and Karen Starkiss	
Link PDP goals to the AIP in relation to improving teaching practice	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Attend professional development sessions set out by Principal and/or Leadership Team in order to improve teacher capacity and student outcomes.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Establish and communicate protocols and expectations around planning documentation.	<input checked="" type="checkbox"/> Leadership 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"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants Toby McIlrath and Karen Starkiss	<input checked="" type="checkbox"/> On-site

Maintain key staff to co-ordinate programs and initiatives	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Establish and communicate protocols and expectations in relation to SVAL in the classroom environment.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Incorporate whole school expectations of practice into PDPs	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Link PDP goals to the AIP in relation to improving teaching practice.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Structure and plan professional learning meetings to develop teacher knowledge of SVAL	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Expect students to be active agents in their learning.	<input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	
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