

2021 Annual Implementation Plan

for improving student outcomes

Albanvale Primary School (5179)



Submitted for review by Michael Uzunovski (School Principal) on 11 December, 2020 at 03:07 PM
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 14 December, 2020 at 07:58 AM
Endorsed by Jason Burke (School Council President) on 14 December, 2020 at 07:04 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	Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Excelling
	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
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding

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


Enter your reflective comments	<p>Our greatest successes include:</p> <ul style="list-style-type: none"> - Our continued implementation of SWPBS - High quality teaching learning during remote learning - High levels of student and engagement and attendance - Maintained academic rigor throughout teaching and learning - Increased intervention in literacy and numeracy to support the return to on site learning - Teachers supported with ongoing professional learning through tailored coaching
Considerations for 2021	<ul style="list-style-type: none"> - Professional learning in writing through coaching of the school instructional model and develop staff knowledge of the writing curriculum - Continue inquiry cycles - Build Teacher Capacity in the use HITS - Develop a school-wide ICT scope and sequence




	<ul style="list-style-type: none">- Clarifying peer observations and developing staff knowledge and capacity- Rigorous Response to Intervention program enabling and extending students
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 student learning outcomes for every student in literacy and numeracy
Target 2.1	By 2024 increase the percentage of students achieving in the top two NAPLAN bands in writing for: <ul style="list-style-type: none"> • Year 3 from 68% (2019) to 69% (2024) • Year 5 from 4% (2019) to 20% (2024)
Target 2.2	By 2024 decrease the percentage of students in Years 3 and 5 in the lower 2 NAPLAN bands for writing for: <ul style="list-style-type: none"> • Year 3 from 0% (2019) to 0% (2024) • Year 5 from 19% (2019) to 15% (2024)

Target 2.3	<p>By 2024 the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN literacy to increase from:</p> <ul style="list-style-type: none"> • Reading from 94% to 95% • Writing from 79% to 86%
Target 2.4	<p>By 2024, the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN numeracy to increase from 100% to 100%.</p>
Target 2.5	<p>To improve the percentage of students making at least one level of learning progress in each school year, or meeting their ILP goals to 100%</p>
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	<p>Deepen the capacity of all teaching staff to use evidence-based practice, to improve student learning outcomes</p>
Key Improvement Strategy 2.b Curriculum planning and assessment	<p>Build the capacity of staff to understand the learning needs of each student through a deep knowledge of the curriculum and a continuum of learning</p>




Goal 3	To empower students to be actively engaged in their learning
Target 3.1	By 2024, increase the percentage of positive endorsement for 4-6 AToSS <i>Social Engagement</i> factors: <ul style="list-style-type: none"> • <i>Student agency and voice</i> 87% (2019)-88% (2024) • <i>Learning confidence, stimulating learning</i> 92% (2019)-93% (2024) • <i>Self-regulation and Setting goals</i> 95% (2019)-96% (2024)
Target 3.2	 <p>By 2024, increase the percentage of positive endorsement for the student <i>cognitive engagement</i> factors on the Parent Opinion Survey from 92%(2019) to 93%(2024).</p>
Target 3.3	By 2024, increase the percentage of positive endorsement on School Staff Survey <i>teaching & learning -evaluation</i> module score for the component, <i>use student feedback to inform teaching practice</i> – from 79% (2019) to 80%(2024).
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher capacity to have a consistent understanding of, and provide opportunities for student agency, voice & leadership
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Empower students to collaborate with adults and peers to direct and take responsibility for their learning
Goal 4	To strengthen students' sense of engagement, wellbeing and ability to form respectful relationships

Target 4.1	 <p>By 2024, increase the percentage of positive endorsement for the <i>safety</i> domain in the Parent Opinion Survey from 90% (2019) to 91%(2024).</p>
Target 4.2	 <p>By 2024, the average absence to be reduced from 15.3 days (2019) to 15.0 days (2024).</p>
Target 4.3	<p>By 2024, decrease the percentage of students with 20 or more absence days from 27% (2019) to 26% (2024).</p>
Target 4.4	 <p>By 2024, increase the percentage of positive endorsement for the learner characteristics and disposition factors of <i>resilience and self-regulation and goal setting</i> on the 4-6 Student Attitudes to School survey from 91% (2019) to 92% (2024).</p>
Key Improvement Strategy 4.a Health and wellbeing	<p>Deepen and embed a whole-school approach to student health, wellbeing and inclusion</p>
Key Improvement Strategy 4.b Building communities	<p>Strengthen opportunities for students to enrich learning through community partnerships</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Target
To improve student learning outcomes for every student in literacy and numeracy	No	By 2024 increase the percentage of students achieving in the top two NAPLAN bands in writing for: <ul style="list-style-type: none"> • Year 3 from 68% (2019) to 69% (2024) • Year 5 from 4% (2019) to 20% (2024) 	
		By 2024 decrease the percentage of students in Years 3 and 5 in the lower 2 NAPLAN bands for writing for: <ul style="list-style-type: none"> • Year 3 from 0% (2019) to 0% (2024) • Year 5 from 19% (2019) to 15% (2024) 	
		By 2024 the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN literacy to increase from: <ul style="list-style-type: none"> • Reading from 94% to 95% 	

		<ul style="list-style-type: none"> • Writing from 79% to 86% 	
		By 2024, the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN numeracy to increase from 100% to 100%.	
		<p>To improve the percentage of students making at least one level of learning progress in each school year, or meeting their ILP goals to 100%</p>	
To empower students to be actively engaged in their learning	No	<p>By 2024, increase the percentage of positive endorsement for 4-6 AToSS <i>Social Engagement factors</i>:</p> <ul style="list-style-type: none"> • <i>Student agency and voice</i> 87% (2019)-88% (2024) • <i>Learning confidence, stimulating learning</i> 92% (2019)-93% (2024) • <i>Self-regulation and Setting goals</i> 95% (2019)-96% (2024) 	

		By 2024, increase the percentage of positive endorsement for the student <i>cognitive engagement</i> factors on the Parent Opinion Survey from 92%(2019) to 93%(2024).	
		By 2024, increase the percentage of positive endorsement on School Staff Survey <i>teaching & learning -evaluation</i> module score for the component, <i>use student feedback to inform teaching practice – from 79% (2019) to 80%(2024).</i>	
To strengthen students' sense of engagement, wellbeing and ability to form respectful relationships	No	 By 2024, increase the percentage of positive endorsement for the <i>safety</i> domain in the Parent Opinion Survey from 90% (2019) to 91%(2024).	
		 By 2024, the average absence to be reduced from 15.3 days (2019) to 15.0 days (2024).	
		By 2024, decrease the percentage of students with 20 or more absence days from 27% (2019) to 26% (2024).	
			

		By 2024, increase the percentage of positive endorsement for the learner characteristics and disposition factors of <i>resilience and self-regulation and goal setting</i> on the 4-6 Student Attitudes to School survey from 91% (2019) to 92% (2024).	
--	--	---	--

Goal 1	2021 Priorities Goal		
12 Month Target 1.1	Target		
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.		

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Target
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> - Maintain PLT structures to support teacher collaboration and professional growth development - Revisit and strengthen the use of HITS in classroom through instructional coaching and learning walks - Plan whole school professional learning on identified core-curriculum priority areas throughout the year - Develop data literacy of teachers and to inform understanding of students needs and progress and identify students requiring additional support - Embedding a school-wide approach to extension and intervention - Developing the capacity of Middle Leaders
Outcomes	<ul style="list-style-type: none"> - PLTs will be scheduled to meet for 2 hours each week whereby teachers engage in ongoing action research cycles - Teachers will use HITS to plan lessons and units - Teachers will consistently and explicitly implement the school's instructional model - Teachers will develop a deeper understanding of the essential learnings to differentiate for students - Teachers will consistently implement the agreed assessment schedule - Teachers will provide regular feedback and monitor student progress using data walls - Students in need of targeted academic support or intervention will be identified and supported
Success Indicators	<ul style="list-style-type: none"> - All students achieving at least 1 level of learning progress in teacher judgements or meeting their ILP Goals in Literacy and Numeracy Reading: Year 3 - 65% of students in the TTB Year 5 - 42% of students in the TTB - 87% of students achieving at or above benchmark growth

	<p>Writing Year 3 - 55% of students in the TTB Year 5 - 8% of students in the TTB - 81% of students at or above the benchmark growth</p> <p>Numeracy Year 3 - 30% of students in the TTB</p> <p>Year 5 - 37% of students in the TTB - 88% of students at or above the benchmark growth</p>				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
Curriculum day (Writing) - Building teacher capacity in Writing Practices, The Writing Process and The Writing Traits.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used	
Appoint a HAP Leader to lead an extension program	<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	
Intervention programs in literacy (LLI) and numeracy (EMU) to target students at risk - Tutor Learning Program	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$181,640.15 <input checked="" type="checkbox"/> Equity funding will be used	

Two Learning Walks per team scheduled every term in Writing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Timetabled PLTs each week following an action research cycle. STEM teacher to support release for PLTs	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$49,730.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase of teacher reference materials to support Literacy and Numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase of site licence for PAT-R, PAT-M and e-Write	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,720.00 <input checked="" type="checkbox"/> Equity funding will be used
Speech pathologists (1.4) appointed to work with students at risk in literacy	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$135,600.00 <input checked="" type="checkbox"/> Equity funding will be used
Timetabled coaching at point of need for team leaders each week in literacy and numeracy	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$352,506.00 <input checked="" type="checkbox"/> Equity funding will be used

Purchase of classroom resources to support Literacy and Numeracy including: Update to classroom library and take home reading books and numeracy materials	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Scheduled Writing moderation in week 5 of every term	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of Learning Walk rubrics in Writing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Partnership with MAV to develop teacher knowledge and capacity in numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Documented peer observations through coaching and learning walks	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop staff capacity in formative assessment and data walls in professional learning team meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Build staff capacity in data analysis in Professional Learning Team Meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of speaking and listening scope and sequence	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Team leaders to mentor new graduate teachers including the VIT Full registration process and attending scheduled whole-school leadership meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<ul style="list-style-type: none"> - Establish a whole school approach to social and emotional learning and engagement - Embed SWPB systems - Explicitly teach Respectful Relationships to all students F-6 - Establish an agreed approach to monitoring and responding to student wellbeing and behaviour - Student Wellbeing Officer employed to support student engagement and wellbeing - Professional Learning for all staff on managing their own wellbeing - Appoint an Attendance Officer to monitor student engagement - Provide students an opportunity to access a broad range of leadership roles in the school and engage in formal feedback processes and decision making forums 			

Outcomes	<ul style="list-style-type: none"> - Teachers model and are consistent in agreed routine and responses to student behaviour - Teachers and leaders will integrate social-emotional learning into school practice, policies and programs - Student attendance monitored and followed up with families - At risk students identified and receive timely, targeted support - Students relationships with their peers will be strengthened - Students will feel supported and engaged in homegroups and contribute to a strong classroom culture 			
Success Indicators	<p>SEW Survey</p> <ul style="list-style-type: none"> - Increased amount of students displaying high Social Emotional Wellbeing <p>Attitude to School Survey</p> <ul style="list-style-type: none"> - 92% positive endorsement of Learning Confidence - 92% positive endorsement of Stimulating Learning - 92% positive endorsement for Resilience - 87% positive endorsement for Student Agency and Voice <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> - 90% positive endorse in the Safety domain <p>Attendance</p> <ul style="list-style-type: none"> - Reduce the amount of average days absent to 15.2 - Decrease the percentage of students with more than 20 days absent to 26.5% 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum day on School Wide Positive Behaviour Supports	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Curriculum day with Real Schools consultant (Amy Green) - Staff Wellbeing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Appointment of Student Wellbeing Officer (.4)	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$43,921.00 <input type="checkbox"/> Equity funding will be used
Appointment of Attendance Officer	<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
Purchase of site licence to SEW Survey	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,390.00 <input checked="" type="checkbox"/> Equity funding will be used
SEW Survey to be administered in Term 1 and 3	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
1 hour of dedicated in class instruction on SWPBS and Respectful Relationships each week	<input checked="" type="checkbox"/> Assistant Principal <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
Appointment of Acting Learning Specialist SWPBS Leader (.2)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,163.84 <input type="checkbox"/> Equity funding will be used

SWPBS Team scheduled to meet fortnightly to monitor and evaluate student behaviour and drive implementation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to support the development of students' learning goals in reading and number to promote independent and self-regulated learners	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All grade 5/6 students to undertake training and participate in the Young Leaders Program	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff to engage in student wellbeing programs - SWPB, Respectful Relationships, Real Schools to strengthen student-teacher relationships (including CRT release for PD days)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,200.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<ul style="list-style-type: none"> - Strengthen and adapt school-wide approach to digital learning and policies regarding digital access and devices - Build staff capability to integrate digital learning - Develop a guaranteed and viable curriculum in Digital Technologies - Embed school-wide goal setting and continuous reporting cycle through ongoing student individual learning plans. - Teachers to support the development of student learning goals in Reading and Number - Connecting families with student learning through digital platforms 			

Outcomes	<ul style="list-style-type: none"> - Teachers will be confident in integrating digital learning pedagogy - All students will have access to digital technologies to support learning - Families actively engaged in student learning through Seesaw and Individual Learning Plans - Staff engaging in effectively giving and receiving feedback - Staff providing students with regular feedback against learning goals that will scaffold their learning - Leadership working within the network communities of practice 			
Success Indicators	<p>Attitude to School Survey</p> <ul style="list-style-type: none"> - 95.5% of students positive endorsement of Self-Regulation and Goal Setting - 92% of students positive endorsement for Learning Confidence - 92% of students positive endorsement for Stimulating Learning <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> - 92% positive endorsement for Cognitive Engagement <p>Staff Opinion Survey.</p> <ul style="list-style-type: none"> - 79% positive endorsement for using student feedback to inform teaching practice 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff Professional Learning to develop ICT Essential Learnings	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Network Literacy Initiative - Bastow Leading Literacy Master Trainer	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Purchase of ICT Software and Hardware to support student use	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$40,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Purchase of ICT Hardware for staff to enable digital pedagogies	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase site licence for SeeSaw Digital Learning Platform	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,890.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers writing Individual Learning Plans for each student each term	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to support students to set learning goals in Reading and Number each term and share with families through SeeSaw	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Use of Google Forms to collect regular student feedback into their learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Purchase Site Licence for Mathletics, Spellodrome and Reading Eggs as platforms to support digital learning	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$11,000.00

			to: Term 4	<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	\$885,476.15	\$663,711.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$885,476.15	\$663,711.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Curriculum day (Writing) - Building teacher capacity in Writing Practices, The Writing Process and The Writing Traits.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Intervention programs in literacy (LLI) and numeracy (EMU) to target students at risk - Tutor Learning Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$181,640.15	\$54,246.00
Timetabled PLTs each week following an action research cycle. STEM teacher to support release for PLTs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$49,730.00	\$49,730.00
Purchase of teacher reference materials to support Literacy and Numeracy	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00

Purchase of site licence for PAT-R, PAT-M and e-Write	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,720.00	\$1,720.00
Speech pathologists (1.4) appointed to work with students at risk in literacy	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$135,600.00	\$129,480.00
Timetabled coaching at point of need for team leaders each week in literacy and numeracy	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$352,506.00	\$264,255.00
Purchase of classroom resources to support Literacy and Numeracy including: Update to classroom library and take home reading books and numeracy materials	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$60,000.00	\$60,000.00
Partnership with MAV to develop teacher knowledge and capacity in numeracy	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$21,000.00	\$21,000.00
Curriculum day with Real Schools consultant (Amy Green) - Staff Wellbeing	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00
Purchase of site licence to SEW Survey	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,390.00	\$1,390.00
Purchase of ICT Software and Hardware to support student use	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$40,000.00	\$40,000.00

	to: Term 4			
Purchase of ICT Hardware for staff to enable digital pedagogies	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$20,000.00	\$20,000.00
Purchase site licence for SeeSaw Digital Learning Platform	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,890.00	\$1,890.00
Totals			\$885,476.15	\$663,711.00

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
Curriculum day (Writing) - Building teacher capacity in Writing Practices, The Writing Process and The Writing Traits.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Timetabled coaching at point of need for team leaders each week in literacy and numeracy	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Scheduled Writing moderation in week 5 of every term	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Partnership with MAV to develop teacher knowledge and capacity in numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

Build staff capacity in data analysis in Professional Learning Team Meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Curriculum day on School Wide Positive Behaviour Supports	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Curriculum day with Real Schools consultant (Amy Green) - Staff Wellbeing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Amy Green - Real Schools	<input checked="" type="checkbox"/> On-site
Teachers to support the development of students' learning goals in reading and number to promote independent and self-regulated learners	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Staff Professional Learning to develop ICT Essential Learnings	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site