

# 2020 Annual Implementation Plan

## for improving student outcomes

Carisbrook Primary School (1030)



Submitted for review by Barbara Wilson (School Principal) on 10 January, 2020 at 10:42 AM  
Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 10 January, 2020 at 12:40 PM  
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	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Emerging moving towards Evolving
	Vision, values and culture	Emerging

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

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

<b>Enter your reflective comments</b>	<p>The 2019 review highlighted a lack of consistent practice and clarity of roles. Student feedback highlighted the need to develop student voice and agency.</p> <p>In semester 2 we have worked with a leadership coach to develop a shared climate charter, clear roles and responsibilities and distributed leadership.</p> <p>Develop consistent practice to ensure the achievement of high quality educational outcomes for all students in Literacy and Numeracy</p> <p>Develop opportunities for students to influence decisions made across the school; to empower students to be independent, engaged and motivated learners</p>
<b>Considerations for 2020</b>	Continue to work to develop consistent practice to ensure the achievement of high quality educational outcomes for all students in Literacy and Numeracy

	Develop opportunities for students to influence decisions made across the school; to empower students to be independent, engaged and motivated learners
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To ensure the achievement of high quality educational outcomes for all students in Literacy and Numeracy
<b>Target 1.1</b>	<p>NAPLAN</p> <p>By 2023 increase the percentage of students at Year 5 meeting above benchmark growth:</p> <ul style="list-style-type: none"> <li>• Numeracy from 71% (2019) to 90% (2023)</li> <li>• Writing from 51% (2019) to 85% (2023)</li> <li>• Reading from 75% (2019) to 90% (2023)</li> </ul>
<b>Target 1.2</b>	<p>Teacher Judgements:</p> <p>By 2023, the percentage of students achieving at or above Victorian Curriculum Standards at Years Prep – 6 to increase as detailed:</p> <ul style="list-style-type: none"> <li>• Number and Algebra: from 85% (2018) to 90% (2023)</li> <li>• Reading: from 84% (2018) to 90% (2023)</li> <li>• Writing: from 81% (2018) to 88% (2023)</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Develop and embed an agreed approach to the planning, assessment and teaching of Literacy and Numeracy
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Embed and enrich the Instructional Model consistently across the school
<b>Key Improvement Strategy 1.c</b>	Build teacher capacity to differentiate teaching to challenge and ensure progress for every student

Evaluating impact on learning	
<b>Key Improvement Strategy 1.d</b> Building leadership teams	Develop and implement a three year plan to strengthen the leadership model that is shared and distributive to ensure progress for every student
<b>Goal 2</b>	To empower students to be independent, engaged and motivated learners
<b>Target 2.1</b>	By 2023, the following factor endorsement rates in the AToSS will be: <ul style="list-style-type: none"> <li>• Self-regulation and goal setting from 89% positive responses (2018) to 92%</li> <li>• Differentiated learning challenge from 84% positive responses (2018) to 90%</li> <li>• Student voice and agency from 69% positive responses (2018) to 80%</li> <li>• Motivation and interest from 77% positive responses (2018) to 85%.</li> </ul>
<b>Target 2.2</b>	By 2023, the following factor endorsement rates in the POS will be: <ul style="list-style-type: none"> <li>• Student motivation and support from 71% positive responses (2018) to 80%</li> <li>• Student voice and agency from 68% positive responses (2018) to 80%</li> </ul>
<b>Target 2.3</b>	The percentage of students with chronic absences (30+ days) to be <u>less than</u> 10% (Baseline 2018) by 2023.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	To enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students

<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Create opportunities and embed strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in their learning
<b>Key Improvement Strategy 2.c</b> Intellectual engagement and self-awareness	To embed a culture of reflection and feedback to inform classroom practice
<b>Goal 3</b>	Strengthen the emotional and social wellbeing of each student
<b>Target 3.1</b>	By 2023, the following factor endorsement rates in the Student Attitude to schools will be: <ul style="list-style-type: none"> <li>• Sense of connectedness from 79% positive responses (2018) to 85%</li> <li>• Managing bullying from 76% positive responses (2018) to 82%</li> </ul>
<b>Target 3.2</b>	By 2023, the following factor endorsement rates in the POS will be: <ul style="list-style-type: none"> <li>• Managing Bullying from 74% positive responses (2018) to 80%</li> <li>• Promoting positive behaviour from 74% positive responses (2018) to 85%</li> </ul>
<b>Target 3.3</b>	To reduce the number of parent choice - unauthorised and unexplained absences P – 6 from 2.45 average days (2018) to 2 (2023)
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	To develop a whole school student wellbeing framework
<b>Key Improvement Strategy 3.b</b>	To develop the engagement of all stakeholders in student wellbeing

Health and wellbeing	
<b>Key Improvement Strategy 3.c</b> Health and wellbeing	To strengthen the capability of the school staff to support a consistent and collaborative approach to student wellbeing. (HW)

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To ensure the achievement of high quality educational outcomes for all students in Literacy and Numeracy	Yes	<p>NAPLAN</p> <p>By 2023 increase the percentage of students at Year 5 meeting above benchmark growth:</p> <ul style="list-style-type: none"> <li>• Numeracy from 71% (2019) to 90% (2023)</li> <li>• Writing from 51% (2019) to 85% (2023)</li> <li>• Reading from 75% (2019) to 90% (2023)</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>For Numeracy to achieve 75% Medium/High Benchmark growth For Writing to achieve 60% Medium/High Benchmark Growth</p>
		<p>Teacher Judgements:</p> <p>By 2023, the percentage of students achieving at or above Victorian Curriculum Standards at Years Prep – 6 to increase as detailed:</p> <ul style="list-style-type: none"> <li>• Number and Algebra: from 85% (2018) to 90% (2023)</li> <li>• Reading: from 84% (2018) to 90% (2023)</li> <li>• Writing: from 81% (2018) to 88% (2023)</li> </ul>	<p>For Number and Algebra to achieve 86% at or above Victorian Curriculum Standards For Writing to achieve 82% at or above Victorian Curriculum Standards</p>
	Yes	By 2023, the following factor endorsement rates in the AToSS will be:	Student Voice and Agency 73% positive responses

To empower students to be independent, engaged and motivated learners		<ul style="list-style-type: none"> <li>• Self-regulation and goal setting from 89% positive responses (2018) to 92%</li> <li>• Differentiated learning challenge from 84% positive responses (2018) to 90%</li> <li>• Student voice and agency from 69% positive responses (2018) to 80%</li> <li>• Motivation and interest from 77% positive responses (2018) to 85%.</li> </ul>	
		<p>By 2023, the following factor endorsement rates in the POS will be:</p> <ul style="list-style-type: none"> <li>• Student motivation and support from 71% positive responses (2018) to 80%</li> <li>• Student voice and agency from 68% positive responses (2018) to 80%</li> </ul>	Student Voice and Agency 73% positive responses
		<p>The percentage of students with chronic absences (30+ days) to be <u>less than</u> 10% (Baseline 2018) by 2023.</p>	The percentage of students with chronic absences be 9%
Strengthen the emotional and social wellbeing of each student	No	<p>By 2023, the following factor endorsement rates in the Student Attitude to schools will be:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 79% positive responses (2018) to 85%</li> <li>• Managing bullying from 76% positive responses (2018) to 82%</li> </ul>	

		<p>By 2023, the following factor endorsement rates in the POS will be:</p> <ul style="list-style-type: none"> <li>• Managing Bullying from 74% positive responses (2018) to 80%</li> <li>• Promoting positive behaviour from 74% positive responses (2018) to 85%</li> </ul>	
		To reduce the number of parent choice - unauthorised and unexplained absences P – 6 from 2.45 average days (2018) to 2 (2023)	

<b>Goal 1</b>	To ensure the achievement of high quality educational outcomes for all students in Literacy and Numeracy		
<b>12 Month Target 1.1</b>	For Numeracy to achieve 75% Medium/High Benchmark growth For Writing to achieve 60% Medium/High Benchmark Growth		
<b>12 Month Target 1.2</b>	For Number and Algebra to achieve 86% at or above Victorian Curriculum Standards For Writing to achieve 82% at or above Victorian Curriculum Standards		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Develop and embed an agreed approach to the planning, assessment and teaching of Literacy and Numeracy		Yes
<b>KIS 2</b> Building practice excellence	Embed and enrich the Instructional Model consistently across the school		Yes

<b>KIS 3</b> Evaluating impact on learning	Build teacher capacity to differentiate teaching to challenge and ensure progress for every student	No
<b>KIS 4</b> Building leadership teams	Develop and implement a three year plan to strengthen the leadership model that is shared and distributive to ensure progress for every student	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.	<p>KIS 1 a and b address the school review finding that identified inconsistent approaches to planning, teaching and assessment across the school.</p> <p>KIS 1 d The school review evaluation found that there were inconsistencies to be worked on. The 2019 AIP has focussed on strengthening the leadership model through leadership coaching, and this work will continue on 2020 to embed school wide systems and structure.</p>	
<b>Goal 2</b>	To empower students to be independent, engaged and motivated learners	
<b>12 Month Target 2.1</b>	Student Voice and Agency 73% positive responses	
<b>12 Month Target 2.2</b>	Student Voice and Agency 73% positive responses	
<b>12 Month Target 2.3</b>	The percentage of students with chronic absences be 9%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	To enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students	No
<b>KIS 2</b> Empowering students and building school pride	Create opportunities and embed strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in their learning	Yes
<b>KIS 3</b>	To embed a culture of reflection and feedback to inform classroom practice	No

Intellectual engagement and self-awareness		
<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 2019 school review highlighted Student Voice as the area of greatest need for both staff and students.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To ensure the achievement of high quality educational outcomes for all students in Literacy and Numeracy			
<b>12 Month Target 1.1</b>	For Numeracy to achieve 75% Medium/High Benchmark growth For Writing to achieve 60% Medium/High Benchmark Growth			
<b>12 Month Target 1.2</b>	For Number and Algebra to achieve 86% at or above Victorian Curriculum Standards For Writing to achieve 82% at or above Victorian Curriculum Standards			
<b>KIS 1</b> Curriculum planning and assessment	Develop and embed an agreed approach to the planning, assessment and teaching of Literacy and Numeracy			
<b>Actions</b>	Establish the structures, protocols and planning documentation to embed a school wide agreed approach to teaching Writing and Numeracy.			
<b>Outcomes</b>	Leaders will: Communicate high expectations about the consistency of planning, teaching and assessing literacy and numeracy, and prioritise strategic resourcing of curriculum knowledge development and professional learning. Teachers will: Understand the need for consistent practice in literacy and numeracy; engage in professional learning as part of the curriculum teams and use PLC time to evaluate the impact of teaching on student outcomes.			
<b>Success Indicators</b>	Leaders: minutes/agendas/presentations from curriculum meetings distributed to all staff; monitor centralised access to all planning documents. Teachers: curriculum notes/minutes read and implemented where appropriate, professional learning to support consistency in planning, teaching and assessing. Evidence used to evaluate impact of teaching on student outcomes; PLC minutes, centralised planning documents			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Number and Algebra Scope and Sequence document completed and implemented	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
Writing Scope and Sequence document completed and implemented	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Key staff to participate in professional learning with a focus on curriculum development and leadership development	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
All staff complete professional learning workshops on consistent planning teaching and assessment practices and documentation, to develop school wide consistence practices in literacy and numeracy planning, teaching and assessment practices.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Embed and enrich the Instructional Model consistently across the school			
<b>Actions</b>	Develop and embed common planning templates that reflect the Workshop model which are used by all teachers at Carisbrook PS			
<b>Outcomes</b>	Leaders will: Communicate high expectations about the Workshop model and the consistent use of common planning templates across the school Teachers will: Understand the components of the Workshop Model and ensure they are evident in literacy and numeracy planning documents.			
<b>Success Indicators</b>	Leaders: Non-negotiable elements of planning documentation identified and shared; learning walks show consistency of teaching practice across the school. Teachers: Understand the elements of the Workshop Model and follow agreed planning documents consistently.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Non-negotiables in planning documents identified and agreed upon between staff.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Learning walks undertaken by leadership to assess consistency of practice	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Planning documents consistently reflect agreed on non-negotiables	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building leadership teams	Develop and implement a three year plan to strengthen the leadership model that is shared and distributive to ensure progress for every student			
<b>Actions</b>	Further refine a leadership structure That ensures a clear alignment of roles and responsibilities that support the attainment of the school improvement priorities.			
<b>Outcomes</b>	Leaders: Will have a clearly documented understanding of roles and responsibilities for both leadership team and staff and hold each other accountable for these. Teachers: Will understand theirs and others areas of influence and responsibilities and hold each other accountable for these.			
<b>Success Indicators</b>	School Council minutes demonstrate the Wellbeing, Literacy and Numeracy leader's reports on the ongoing work of the AIP priority areas and activities.			

	Minutes of the Leadership Team meetings with the coach. Role statement documentation			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leadership coaching continues to develop and implement a distributive leadership model through work with leadership coach to develop role clarity across the school.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Leadership team to attend assigned team planning each fortnight.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$54,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Roles and responsibilities document finalised and distributed	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Literacy, Numeracy and student wellbeing leaders report each month to School Council specifically around the explicit work of the 2020 AIP and the tracking of achieving the 2020 AIP targets.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To empower students to be independent, engaged and motivated learners			
<b>12 Month Target 2.1</b>	Student Voice and Agency 73% positive responses			
<b>12 Month Target 2.2</b>	Student Voice and Agency 73% positive responses			

<b>12 Month Target 2.3</b>	The percentage of students with chronic absences be 9%			
<b>KIS 1</b> Empowering students and building school pride	Create opportunities and embed strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in their learning			
<b>Actions</b>	Develop a whole-school understanding of what student agency in learning looks like Identify opportunities to activate student agency in learning			
<b>Outcomes</b>	Leaders will: • Be able to clearly articulate what student agency looks like at Carisbrook Primary School • Ensure students are consulted as key stakeholders in whole-school curriculum planning • Regularly meet with the SRC to seek feedback on implementation progress • Regularly observe lessons to monitor implementation progress Teachers will: • Be able to articulate what student agency in learning looks like both generally and within their class • Explicitly teach students to set and track progress against individual learning goals • Students will: • Be able to identify specific examples of agency in learning in their classes • Set and track progress against individual learning goals • Be able to contribute ideas through the SRC			
<b>Success Indicators</b>	Leaders: minutes from staff meetings, professional learning presentations on student agency, agendas/minutes from SRC meetings, notes from classroom observations. Teachers: Demonstrate a clearer understanding of Student Voice and Agency reflected in AToSS results Show progress in implementing agency in learning, lesson plans, curriculum plans, notes from consultation with SRC Students: SRC feedback/minutes/agendas, individual learning goal record			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional learning around Student Voice and Agency	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
SRC elected in all classes, and meet fortnightly	<input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00

				<input checked="" type="checkbox"/> Equity funding will be used
SRC undertake professional learning around Student Voice and Agency	<input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,500.00  <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	\$100,500.00	\$100,500.00
Additional Equity funding	\$266,994.00	\$266,994.00
<b>Grand Total</b>	<b>\$367,494.00</b>	<b>\$367,494.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Number and Algebra Scope and Sequence document completed and implemented	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Writing Scope and Sequence document completed and implemented	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Key staff to participate in professional learning with a focus on curriculum development and leadership development	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
All staff complete professional learning workshops on consistent planning teaching and assessment practices and documentation, to develop school wide	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00

consistence practices in literacy and numeracy planning, teaching and assessment practices.	to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT		
Non-negotiables in planning documents identified and agreed upon between staff.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,500.00	\$2,500.00
Leadership coaching continues to develop and implement a distributive leadership model through work with leadership coach to develop role clarity across the school.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Leadership team to attend assigned team planning each fortnight.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$54,000.00	\$54,000.00
Roles and responsibilities document finalised and distributed	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Literacy, Numeracy and student wellbeing leaders report each month to School Council specifically around the explicit work of the 2020 AIP and the tracking of achieving the 2020 AIP targets.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$500.00	\$500.00
Professional learning around Student Voice and Agency	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
SRC elected in all classes, and meet fortnightly	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,000.00	\$1,000.00

	to: Term 4			
SRC undertake professional learning around Student Voice and Agency	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,500.00	\$2,500.00
<b>Totals</b>			\$100,500.00	\$100,500.00

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employment of ES for Spaides program to support development of oral language	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$45,000.00	\$45,000.00
Speech therapy servies - MDHS	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$15,400.00	\$15,400.00
Literacy and numeracy resources	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00
Professional development - literacy, numeracy , Student Voice and SWPBS	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$70,000.00	\$70,000.00
Additional classroom support - ES	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$36,500.00	\$36,500.00

	to: Term 4			
Indonesian teacher employed to provide additional release time to allow staff to plan, teach, assess all students and complete peer observations	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$49,000.00	\$49,000.00
Student wellbeing and camps funding	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Funding to support students to participate in activities and camps when financial assistance required	\$12,194.00	\$12,194.00
SWPBS activities	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Library books and resources	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,500.00	\$1,500.00
STEM and science resources	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,700.00	\$4,700.00
Swimming	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00
EY Koorie literacy and numeracy support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$5,100.00	\$5,100.00

Inquiry based activities (Student Voice)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,600.00	\$3,600.00
Computer applications	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,500.00	\$3,500.00
Literacy and Numeracy assessment	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,500.00	\$4,500.00
<b>Totals</b>			\$266,994.00	\$266,994.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Number and Algebra Scope and Sequence document completed and implemented	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Writing Scope and Sequence document completed and implemented	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Key staff to participate in professional learning with a focus on curriculum development and leadership development	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Network Literacy Leaders Program
All staff complete professional learning workshops on consistent planning teaching and assessment practices and documentation, to develop	<input checked="" type="checkbox"/> All Staff	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

school wide consistence practices in literacy and numeracy planning, teaching and assessment practices.						
Non-negotiables in planning documents identified and agreed upon between staff.	✓ All Staff	from: Term 1 to: Term 2	✓ Planning	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Leadership partners	✓ On-site
Learning walks undertaken by leadership to assess consistency of practice	✓ Leadership Team	from: Term 2 to: Term 4	✓ Peer observation including feedback and reflection	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Leadership partners	✓ On-site
Planning documents consistently reflect agreed on non-negotiables	✓ Teacher(s)	from: Term 2 to: Term 4	✓ Planning	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS)	✓ On-site
Leadership coaching continues to develop and implement a distributive leadership model through work with leadership coach to develop role clarity across the school.	✓ Leadership Team	from: Term 1 to: Term 4	✓ Collaborative Inquiry/Action Research team	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Leadership partners ✓ External consultants Sue Perillo	✓ On-site
Leadership team to attend assigned team planning each fortnight.	✓ Leadership Team	from: Term 1 to: Term 4	✓ Planning	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Leadership partners	✓ On-site

Professional learning around Student Voice and Agency	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SRC elected in all classes, and meet fortnightly	<input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<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"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
SRC undertake professional learning around Student Voice and Agency	<input checked="" type="checkbox"/> Student(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site