

# 2021 Annual Implementation Plan

## for improving student outcomes

Dinjerra Primary School (5450)



Submitted for review by Graeme Smith (School Principal) on 14 December, 2020 at 09:11 AM  
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 24 February, 2021 at 07:01 PM  
Endorsed by Vesna Frisina (School Council President) on 09 March, 2021 at 12:18 PM

## Self-evaluation Summary - 2021

	<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
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging
<b>Professional leadership</b>	Building leadership teams	Emerging
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Emerging
	Vision, values and culture	Emerging

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

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

<b>Enter your reflective comments</b>	COVID has had a significant impact on both finishing off the 2020 AIP and in planning the 2021 AIP. The reflective comments are a fair representation of where we got to in 2020.
<b>Considerations for 2021</b>	The school has embraced the PLC model and is looking forward to a new principal to continue to support the work done over the past few years.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Evaluating impact on learning	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	-Instructional practice  -To ensure all students improve their literacy and numeracy outcomes.
<b>Target 2.1</b>	<p><b>Student Outcomes:</b></p> <p>Fountas &amp; Pinnell</p> <ul style="list-style-type: none"> <li>• All students to make at least 15 months growth.</li> <li>• Students deemed capable below expected benchmark to make at least 18 months growth.</li> </ul> <p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• Targets will be set annually for each Year 3 cohort to at least maintain the percentage of students in the top two bands of NAPLAN Reading, Writing and Numeracy in Year 5.</li> </ul>

- Targets will be set annually for each Year 3 cohort to reduce the percentage of students in the bottom two bands by at least 25%.

### **PLC**

- At the end of the SSP, the school will be at or above 'embedding' for all areas in the PLC Maturity matrix.  
At the end of the SSP, the school will be at or above 'embedding' in the following FISO Continua of Practice
  - Building Practice Excellence
  - Evaluating impact on learning

### **Staff Opinion Survey**

- 80 % of staff have a positive response to the following dimensions:

**Collective efficacy-** Collaborate to plan curriculum

**Academic emphasis-** Understand curriculum

### **Student Attitude to School Survey**

80 % of students have a positive response to the following dimensions:

Student Voice & Agency

<b>Key Improvement Strategy 2.a</b> Building practice excellence	-Instructional practice  -To ensure all students improve their literacy and numeracy outcomes.
<b>Goal 3</b>	Guaranteed and Viable Curriculum  -To provide a coherent curriculum and assessment schedule to meet the needs of all students -To collaboratively review the current Essential Learnings for Reading and Viewing -To revise the Instructional Models in Reading and Viewing, Writing and Mathematics, to ensure consistent instructional practice across all classrooms.
<b>Target 3.1</b>	<p><b><u>Staff Opinion Survey</u></b></p> <p>80 % of staff have a positive response to the following dimensions:</p> <p><b>Teaching &amp; Learning: Implementation</b></p> <p>Use High Impact Teaching Strategies</p> <p><b>School Climate</b></p> <p>Guaranteed and Viable Curriculum</p> <p>At the end of the SSP, the school will be at or above ‘embedding’ in the following FISO Continua of Practice dimensions.</p> <ul style="list-style-type: none"> <li>• Curriculum planning and assessment</li> </ul>
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	<ul style="list-style-type: none"> <li>- Develop whole school approaches to the use of data to inform targeted learning opportunities</li> <li>- Develop a Guaranteed and Viable Curriculum in Place Value for Numeracy</li> </ul>
<b>Goal 4</b>	To build leadership teams to improve student learning outcomes.

<p><b>Target 4.1</b></p>	<p>At the end of the SSP, the school will be at or above 'embedding' in the following FISO Continua of Practice dimensions</p> <ul style="list-style-type: none"> <li>• Building Leadership Teams</li> <li>• Instructional and shared leadership</li> <li>• Strategic resource Management</li> </ul> <ul style="list-style-type: none"> <li>• 80% of staff have a positive response to the school leadership module (School Staff survey)</li> </ul>
<p><b>Key Improvement Strategy 4.a</b> Building leadership teams</p>	<ul style="list-style-type: none"> <li>- Establish accountability processes to monitor school improvement</li> <li>- Develop leadership skills to lead Professional Learning Communities / Communities of Practice</li> <li>- Explore opportunities to develop a culture of professional dialogue across the school.</li> </ul>

## 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	<p>Year 3 Top Two Bands / Bottom Two Bands Targets</p> <ul style="list-style-type: none"> <li>• Increase % of Year 3 students in top two bands in Reading from 47% (2019) to 55%. (2021)</li> <li>• Decrease % of Year 3 students in bottom two bands in Reading from 12% (2019) to 10%. (2021)</li> <li>• Increase % of Year 3 students in top two bands in Numeracy from 25% (2019) to 35%. (2021)</li> <li>• Decrease % of Year 3 students in bottom two bands in Numeracy from 19% (2019) to 15%. (2021)</li> </ul> <p>Year 5 Top Two Bands / Bottom Two Bands Targets</p> <ul style="list-style-type: none"> <li>• Increase % of Year 5 students in top two bands in Reading from 0% (2019) to 50%. (2021)</li> <li>• Decrease % of Year 5 students in bottom two bands in Reading from 56% (2019) to 45%. (2021)</li> <li>• Increase % of Year 5 students in top two bands in Numeracy from 0% (2019) to 20%. (2021)</li> <li>• Decrease % of Year 5 students in</li> </ul>



			<p>bottom two bands in Numeracy from 33% (2019) to 25%. (2021)</p> <p><b>F&amp;P Targets</b>  12 month Targets Reading AT and ABOVE Expected F&amp;P Benchmark Level:</p> <ul style="list-style-type: none"> <li>• The number of students at and above the expected F&amp;P Benchmark Level for Foundation to be at/above 75% in 2021. (2020 = 58%)</li> <li>• Increase the number of students at and above the expected F&amp;P Benchmark Level for Grade 1 from 0% to 75% in 2021.</li> <li>• Increase the number of students at and above the expected F&amp;P Benchmark Level for Grade 2 from 88% to 90% in 2021.</li> <li>• Increase the number of students at and above the expected F&amp;P Benchmark Level for Grade 3 from 75% to 90% in 2021.</li> <li>• Increase the number of students at and above the expected F&amp;P Benchmark Level for Grade 4 from 53% to 75% in 2021.</li> <li>• Increase the number of students at and above the expected F&amp;P Benchmark Level for Grade 5 from 36% to 75% in 2021.</li> <li>• Increase the number of students at and above the expected F&amp;P Benchmark Level for Grade 6 from 14% to 75% in 2021.</li> </ul> <p>• Increase the number of students at and</p>
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			above the expected F&P Benchmark Level for the Whole School from 46% to 75% in 2021.
<p>-Instructional practice</p> <p>-To ensure all students improve their literacy and numeracy outcomes.</p>	No	<p><b>Student Outcomes:</b></p> <p>Fountas &amp; Pinnell</p> <ul style="list-style-type: none"> <li>• All students to make at least 15 months growth.</li> <li>• Students deemed capable below expected benchmark to make at least 18 months growth.</li> </ul> <p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• Targets will be set annually for each Year 3 cohort to at least maintain the percentage of students in the top two bands of NAPLAN Reading, Writing and Numeracy in Year 5.</li> <li>• Targets will be set annually for each Year 3 cohort to reduce the percentage of students in the bottom two bands by at least 25%.</li> </ul> <p><b>PLC</b></p> <ul style="list-style-type: none"> <li>• At the end of the SSP, the school will be at or above 'embedding' for all areas in the PLC Maturity matrix.</li> </ul> <p>At the end of the SSP, the school will be at or above 'embedding' in the following FISO Continua of Practice</p> <ul style="list-style-type: none"> <li>-Building Practice Excellence</li> <li>-Evaluating impact on learning</li> </ul>	

		<p><b>Staff Opinion Survey</b></p> <ul style="list-style-type: none"> <li>• 80 % of staff have a positive response to the following dimensions:</li> </ul> <p><b>Collective efficacy-</b> Collaborate to plan curriculum</p> <p><b>Academic emphasis-</b> Understand curriculum</p> <p><b>Student Attitude to School Survey</b></p> <p>80 % of students have a positive response to the following dimensions:</p> <p>Student Voice &amp; Agency</p>	
<p>Guaranteed and Viable Curriculum</p> <p>-To provide a coherent curriculum and assessment schedule to meet the needs of all students</p> <p>-To collaboratively review the current Essential Learnings for Reading and Viewing</p> <p>-To revise the Instructional Models in Reading and Viewing, Writing and Mathematics, to ensure consistent instructional practice across all classrooms.</p>	<p>No</p>	<p><b><u>Staff Opinion Survey</u></b></p> <p>80 % of staff have a positive response to the following dimensions:</p> <p><b>Teaching &amp; Learning: Implementation</b></p> <p>Use High Impact Teaching Strategies</p> <p><b>School Climate</b></p>	

		<p>Guaranteed and Viable Curriculum</p> <p>At the end of the SSP, the school will be at or above 'embedding' in the following FISO Continua of Practice dimensions.</p> <ul style="list-style-type: none"> <li>• Curriculum planning and assessment</li> </ul>	
To build leadership teams to improve student learning outcomes.	Yes	<p>At the end of the SSP, the school will be at or above 'embedding' in the following FISO Continua of Practice dimensions</p> <ul style="list-style-type: none"> <li>• Building Leadership Teams</li> <li>• Instructional and shared leadership</li> <li>• Strategic resource Management</li> </ul> <ul style="list-style-type: none"> <li>• 80% of staff have a positive response to the school leadership module (School Staff survey)</li> </ul>	<p>Increase % positive responses for Academic Emphasis 55% (2019) to 65%. (2021)</p> <p>Increase % positive responses for Collective Efficacy 55% (2019) to 65%. (2021)</p> <p>Increase % positive responses for Guaranteed and Viable Curriculum 79% (2019) to 85%. (2021)</p> <p>Increase % positive responses for Teacher Collaboration 75% (2019) to 78%. (2021)</p>

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Year 3 Top Two Bands / Bottom Two Bands Targets</p> <ul style="list-style-type: none"> <li>• Increase % of Year 3 students in top two bands in Reading from 47% (2019) to 55%. (2021)</li> <li>• Decrease % of Year 3 students in bottom two bands in Reading from 12% (2019) to 10%. (2021)</li> <li>• Increase % of Year 3 students in top two bands in Numeracy from 25% (2019) to 35%. (2021)</li> </ul>

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<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Evaluating impact on learning	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	Connected schools priority	Yes

<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>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.</p>	
<p><b>Goal 2</b></p>	<p>To build leadership teams to improve student learning outcomes.</p>	
<p><b>12 Month Target 2.1</b></p>	<p>Increase % positive responses for Academic Emphasis 55% (2019) to 65%. (2021)          Increase % positive responses for Collective Efficacy 55% (2019) to 65%. (2021)          Increase % positive responses for Guaranteed and Viable Curriculum 79% (2019) to 85%. (2021)          Increase % positive responses for Teacher Collaboration 75% (2019) to 78%. (2021)</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Building leadership teams</p>	<ul style="list-style-type: none"> <li>- Establish accountability processes to monitor school improvement</li> <li>- Develop leadership skills to lead Professional Learning Communities / Communities of Practice</li> <li>- Explore opportunities to develop a culture of professional dialogue across the school.</li> </ul>	<p>Yes</p>
<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 school has selected these KIS goals, moving towards a culture of collaboration and distributed leadership. A collaborative approach will take place when revising the Guaranteed and Viable Curriculum that is already in place. These targets will be measured through the Staff Opinion Survey.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Year 3 Top Two Bands / Bottom Two Bands Targets</p> <ul style="list-style-type: none"> <li>• Increase % of Year 3 students in top two bands in Reading from 47% (2019) to 55%. (2021)</li> <li>• Decrease % of Year 3 students in bottom two bands in Reading from 12% (2019) to 10%. (2021)</li> <li>• Increase % of Year 3 students in top two bands in Numeracy from 25% (2019) to 35%. (2021)</li> <li>• Decrease % of Year 3 students in bottom two bands in Numeracy from 19% (2019) to 15%. (2021)</li> </ul> <p>Year 5 Top Two Bands / Bottom Two Bands Targets</p> <ul style="list-style-type: none"> <li>• Increase % of Year 5 students in top two bands in Reading from 0% (2019) to 50%. (2021)</li> <li>• Decrease % of Year 5 students in bottom two bands in Reading from 56% (2019) to 45%. (2021)</li> <li>• Increase % of Year 5 students in top two bands in Numeracy from 0% (2019) to 20%. (2021)</li> <li>• Decrease % of Year 5 students in bottom two bands in Numeracy from 33% (2019) to 25%. (2021)</li> </ul> <p>F&amp;P Targets</p> <p>12 month Targets Reading AT and ABOVE Expected F&amp;P Benchmark Level:</p> <ul style="list-style-type: none"> <li>• The number of students at and above the expected F&amp;P Benchmark Level for Foundation to be at/above 75% in 2021. (2020 = 58%)</li> <li>• Increase the number of students at and above the expected F&amp;P Benchmark Level for Grade 1 from 0% to 75% in 2021.</li> <li>• Increase the number of students at and above the expected F&amp;P Benchmark Level for Grade 2 from 88% to 90% in 2021.</li> <li>• Increase the number of students at and above the expected F&amp;P Benchmark Level for Grade 3 from 75% to 90% in 2021.</li> <li>• Increase the number of students at and above the expected F&amp;P Benchmark Level for Grade 4 from 53% to 75% in 2021.</li> <li>• Increase the number of students at and above the expected F&amp;P Benchmark Level for Grade 5 from 36% to 75% in 2021.</li> <li>• Increase the number of students at and above the expected F&amp;P Benchmark Level for Grade 6 from 14% to 75% in 2021.</li> </ul> <ul style="list-style-type: none"> <li>• Increase the number of students at and above the expected F&amp;P Benchmark Level for the Whole School from 46% to 75% in 2021.</li> </ul>
<b>KIS 1</b> Evaluating impact on learning	Learning, catch-up and extension priority
<b>Actions</b>	<p>Whole school level</p> <ul style="list-style-type: none"> <li>• Whole school professional learning on implementation of the agreed literacy and numeracy strategies.</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement agreed systems for the collection and analysis of literacy data.</li> <li>• Implementation of a tutoring program.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Prioritise curriculum 'essentials': mathematic reading, writing ensure these are taught efforts to support students' learning in taught / revisited across wider curriculum subjects</li> <li>• Establish consistent approaches to formative assessment and frequent low-stakes testing</li> <li>• Use PLCs / PLTs as a structure for staff to collaboratively plan units of work with a focus on differentiation</li> <li>• Implement the tutor program to support teacher in classroom and supporting specific needs of children</li> <li>• Establish Learning goals - visible - John Hattie (HITs)</li> <li>• Embed PLCs in all learning areas</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• With staff input, establish a targeted support program for students</li> <li>• Establish a small group tutoring program</li> <li>• Prioritise time for teachers to discuss and adapt strategies working for individual students through PLT and PLC meetings</li> <li>• Build staff capacity to understand and implement IEPs</li> <li>• Work with ES and other teaching staff to assess learning and map progress against IEP goals</li> </ul>
<b>Outcomes</b>	<p>Whole school level</p> <ul style="list-style-type: none"> <li>• Teachers use evidence-based literacy approaches aligned to the literacy strategy.</li> <li>• Teachers collect, analyse and respond to summative and formative assessment data to inform the planning and differentiate the curriculum.</li> <li>• Students are identified and engage in the literacy intervention program, there is regular communication with the parents/carers/kin of students involved.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Teachers will develop an understanding of curriculum essentials to ensure mastery.</li> <li>• Teachers will consistently implement the agreed assessment schedule.</li> <li>• Teachers and leaders will regularly update data walls.</li> <li>• Teacher will provide regular feedback and monitor student progress using data walls.</li> <li>• Students will experience success and celebrate the acquisition of knowledge.</li> <li>• Teachers will provide students with the opportunity to work at their level using differentiated resources.</li> <li>• Teachers will have a common approach to teaching writing across the school.</li> <li>• Teachers develop an understanding of Curriculum essential to ensure mastery.</li> </ul>



	<p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Students in need of targeted academic support or intervention will be identified and supported.</li> <li>• Students and teachers will have more time to work on content at the students point of need.</li> </ul>			
<b>Success Indicators</b>	<p>Whole school level</p> <ul style="list-style-type: none"> <li>• Staff survey on literacy practices.</li> <li>• Student literacy data as assessed in: teacher judgements, PAT R and formative assessment data.</li> <li>• Classroom observations and learning walks demonstrating take up of professional learning strategies.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Documentation and data from formative assessments</li> <li>• A documented assessment schedule and evidence of teachers inputting data and moderating assessments</li> <li>• Data walls indicating clearly student progress</li> <li>• Differentiated curriculum documents and evidence of student learning at different levels</li> <li>• Engagement data from Learning Management Systems/virtual classrooms</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Data used to identify students for tailored supports</li> <li>• Differentiated resources used in tailored supports</li> <li>• Assessment data and student surveys from intervention groups</li> <li>• Progress against Individual Education Plans</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Whole School level</p> <ul style="list-style-type: none"> <li>• Audit the staff understanding of literacy practices through a survey.</li> <li>• Schedule and organise professional learning on evidence-based literacy strategies.</li> <li>• Continue to build formative assessment knowledge by supporting teachers to collect, analyse, respond to and monitor data throughout the year.</li> <li>• Document plans for coaching/mentoring/ observation</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$136,402.40</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

<p>Classroom level</p> <ul style="list-style-type: none"> <li>• Review the timetable to ensure curriculum essentials are prioritised.</li> <li>• Develop an agreed assessment schedule in collaboration with staff</li> <li>• Establish processes for regular moderation of assessment</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Establish resourcing for individual and tailored support programs</li> <li>• Establish criteria for identifying students requiring individual and tailored support</li> <li>• Engage with parents/carers to ensure appropriate supports</li> <li>• Schedule times for individual and tailored support to occur</li> </ul> <p>Options for funding</p> <p>Whole School level</p> <ul style="list-style-type: none"> <li>• Professional development .</li> <li>• CRT coverage.</li> <li>• Coordination higher duties.</li> <li>• Learning management systems.</li> <li>• Teaching and learning programs and resources.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Professional development on key learning areas</li> <li>• CRT coverage</li> <li>• Learning intervention programs/resources. (Sounds Write, LLI)</li> <li>• Technology resources/programs Seesaw, Reading Eggs, Mathseeds.</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Staffing for intervention programs. See funding case study</li> <li>• Partnership with non-for-profit groups to run homework clubs</li> <li>• Professional tutoring</li> </ul>				
Teaching Partners Community of Practice – Terri Campbell	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,350.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	<input type="checkbox"/> Equity funding will be used
PMSS Professional Learning – building capacity of staff in the teaching and learning of Numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <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
Guaranteed and Viable Curriculum -To provide a coherent curriculum and assessment schedule to meet the needs of all students -To collaboratively review the current Essential Learnings for Reading and Viewing -To revise the Instructional Models in Reading and Viewing, Writing and Mathematics, to ensure consistent instructional practice across all classrooms.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<p>Whole school level</p> <ul style="list-style-type: none"> <li>• To ensure that all students are a part of a comprehensive wellbeing program that caters for their physical, mental and emotional wellbeing.</li> <li>• Implement the CASEA program.</li> <li>• Create and embed routines and prioritise time in the school day and classes to revisit these regularly through, the whole School Wide Positive Behaviour Program and including Tier 2 and 3 support the systems.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Refine the whole school approach to wellbeing to considerations at the leadership, teacher and student levels via implementation of SWPBS. (Curriculum Day – 30th November)</li> <li>• Identify 3 - 6 students for the CASEA program - RCH</li> <li>• Review the SWPB matrix to include the new play areas.</li> <li>• Implement and embed a wellbeing program at the classroom level with the support of the Student Welfare Officer allocating time for Social skills</li> <li>• Teacher surveys on effectiveness of programs, referral processes. (9th November – all staff completed SWPB survey)</li> </ul>			

	<ul style="list-style-type: none"> <li>• 10 mins of mindfulness research program with Melbourne university</li> <li>• First 20 days Start Up Program</li> <li>• Document agreed processes for referrals to the wellbeing team</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Build relationships and engage with families of at-risk students.</li> <li>• Data used to identify students in need of targeted support.</li> <li>• Student engagement and assessment data (ATSS).</li> </ul>
<p><b>Outcomes</b></p>	<p>Whole school level</p> <ul style="list-style-type: none"> <li>• Teachers will model and are consistent in agreed routines through implementation of the school's Matrix of Expected Behaviours. (SWPB Matrix)</li> <li>• Monitoring Compass incidents.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use</li> <li>• At-risk students will be identified and receive targeted support in a timely manner</li> <li>• Agreed behavioural expectations across the school</li> <li>• Teachers to consistently document chronicles on Compass</li> <li>• Weekly Welfare check in each meeting (15 minutes)</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Students with needs will receive individualised support with regular monitoring and student support group (SSGs) meetings (with parents) where appropriate.</li> <li>• Families of at-risk students will receive regular communication and support from the school.</li> <li>• Students and families will be connected to allied health and mental health service.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Whole school level</p> <ul style="list-style-type: none"> <li>• Observations of changes to classroom practices.</li> <li>• Shared PL goals documented in staff PDPs.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Students engagement in wellbeing programs (feedback, participation, classroom observations)</li> <li>• Teacher surveys on effectiveness of programs, referral process</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher reports of student wellbeing concerns</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Data used to identify students in need of targeted support</li> <li>• Student pre and post support surveys</li> <li>• Documentation of strategies students will use in classes and at school</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Whole school level</p> <ul style="list-style-type: none"> <li>• Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions.</li> <li>• Develop peer-observation process as agreed by staff.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Consult with staff on monitoring and referral processes</li> <li>• Document an agreed processes and feedback on these</li> <li>• Professional Learning on Compass</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions</li> <li>• Establish clear referral processes</li> </ul> <p>Options for funding</p> <p>Whole school level</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• CRT coverage, coordination duties/time-release.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Learning intervention programs</li> <li>• ESmart - Inquiry (4/5/6)</li> <li>• Breakfast club</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$46,726.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

Individual and tailored level • Extra-curricular activities and programs				
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	<p>Whole school level</p> <ul style="list-style-type: none"> <li>• Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning</li> <li>• Build staff capability to integrate digital learning</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Use digital channels of communication to provide regular updates on weekly student learning programs</li> <li>• Create opportunities for more regular meetings using digital technologies between parents/carers/kin and teachers</li> <li>• Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Ensure the benefits of digital learning continue to be available to every student</li> <li>• Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach</li> </ul>			
<b>Outcomes</b>	<p>Whole school level</p> <ul style="list-style-type: none"> <li>• Teachers will have strong relationships with students and parents/carers/kin</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Teachers will be confident in integrating digital learning pedagogy</li> <li>• Teachers will have strong relationships with students and parents/carers/kin</li> <li>• Students will feel connected to their school and have positive attitudes to attendance</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Teachers and support staff will have strong relationships with parents/carers/kin of at-risk students</li> <li>• All students will be connected to resources and learning opportunities</li> <li>• Teachers can regularly connect with the parents/carers/kin of all students</li> </ul>			
<b>Success Indicators</b>	<p>Whole school level</p> <ul style="list-style-type: none"> <li>• Observations and learning walks demonstrate use of digital learning</li> </ul>			

	<ul style="list-style-type: none"> <li>• Student/staff/parent/carer/kin focus groups and interviews</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Positive student survey data (internal surveys, AToSS)</li> <li>• Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Student perception and survey data</li> <li>• Parent/carer/kin/student/staff surveys and interviews</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Whole school level</p> <ul style="list-style-type: none"> <li>• Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions.</li> <li>• Develop peer-observation process as agreed by staff.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Consult with staff on monitoring and referral processes</li> <li>• Document an agreed processes and feedback on these</li> <li>• Professional Learning on Compass</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions</li> <li>• Establish clear referral processes</li> </ul> <p>Options for funding</p> <p>Whole school level</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• CRT coverage, coordination duties/time-release.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Professional development</li> </ul>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,500.00  <input checked="" type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>• Learning intervention programs</li> <li>• ESmart - Inquiry (4/5/6)</li> <li>• Breakfast club</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Extra-curricular activities and programs</li> </ul>				
<b>Goal 2</b>	To build leadership teams to improve student learning outcomes.			
<b>12 Month Target 2.1</b>	<p>Increase % positive responses for Academic Emphasis 55% (2019) to 65%. (2021)</p> <p>Increase % positive responses for Collective Efficacy 55% (2019) to 65%. (2021)</p> <p>Increase % positive responses for Guaranteed and Viable Curriculum 79% (2019) to 85%. (2021)</p> <p>Increase % positive responses for Teacher Collaboration 75% (2019) to 78%. (2021)</p>			
<b>KIS 1</b> Building leadership teams	<ul style="list-style-type: none"> <li>- Establish accountability processes to monitor school improvement</li> <li>- Develop leadership skills to lead Professional Learning Communities / Communities of Practice</li> <li>- Explore opportunities to develop a culture of professional dialogue across the school.</li> </ul>			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Establishment of PLC norms and expectations</li> <li>• Collaboratively build a comprehensive Roles and Responsibilities document, with roles assigned and responsibilities communicated.</li> <li>• Collaboratively build a consistent practice in how collaborative team meetings are conducted, including analysis of data, consulting professional reading and revising school based curriculum documentation.</li> <li>• Support middle leaders to engage in the Reading Community of Practice (CoP) with Terri Campbell, in order to define, model and coach best practice.</li> <li>• Support PMSS leader to engage in professional learning and coaching, with the aim to provide the school with professional learning around best practice in Mathematics.</li> <li>• Introduce the use of professional reading texts to be referred to in collaborative team meetings.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Development of a Professional Learning Community culture and practices, including clear roles and responsibilities and how these align with the AIP</li> <li>• Clear and consistent processes in how collaborative teams function</li> <li>• Performance and development processes give teachers useful feedback on their strengths and areas for growth to inform professional learning.</li> </ul>			



<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Middle leaders develop and implement a coaching and mentoring culture, reflective in Teacher Collaboration and Academic Emphasis (Staff Opinion Survey)</li> <li>• Increase % positive responses for Academic Emphasis 55% (2019) to 65%. (2021)</li> <li>• Collaborative processes are established to support professional learning and enable individuals to learn from each other.</li> <li>• A whole school professional learning strategy aligns individual learning plans with school goals.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Purchase Professional Reading texts for each collaborative team: - Fountas and Pinnell Literacy Continuum - Fountas and Pinnell Guiding Readers and Writers -Teaching Mathematics – Foundations to Middle Years - Dianne Siemon - Teaching Primary Mathematics – Booker - Primary and Middle Years Mathematics – Teaching Developmentally - John Van Der Walle - Spelling K-8 Dianne Snowball, Faye Bolton	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <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	\$188,628.40	\$118,328.40
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$188,628.40</b>	<b>\$118,328.40</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<p>Whole School level</p> <ul style="list-style-type: none"> <li>• Audit the staff understanding of literacy practices through a survey.</li> <li>• Schedule and organise professional learning on evidence-based literacy strategies.</li> <li>• Continue to build formative assessment knowledge by supporting teachers to collect, analyse, respond to and monitor data throughout the year.</li> <li>• Document plans for coaching/mentoring/ observation</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Review the timetable to ensure curriculum essentials are prioritised.</li> <li>• Develop an agreed assessment schedule in collaboration with staff</li> <li>• Establish processes for regular moderation of assessment</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Establish resourcing for individual and tailored</li> </ul>	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> School-based staffing	\$136,402.40	\$86,402.40

<p>support programs</p> <ul style="list-style-type: none"> <li>• Establish criteria for identifying students requiring individual and tailored support</li> <li>• Engage with parents/carers to ensure appropriate supports</li> <li>• Schedule times for individual and tailored support to occur</li> </ul> <p>Options for funding</p> <p>Whole School level</p> <ul style="list-style-type: none"> <li>• Professional development .</li> <li>• CRT coverage.</li> <li>• Coordination higher duties.</li> <li>• Learning management systems.</li> <li>• Teaching and learning programs and resources.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Professional development on key learning areas</li> <li>• CRT coverage</li> <li>• Learning intervention programs/resources. (Sounds Write, LLI)</li> <li>• Technology resources/programs Seesaw, Reading Eggs, Mathseeds.</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Staffing for intervention programs. See funding case study</li> <li>• Partnership with non-for-profit groups to run homework clubs</li> <li>• Professional tutoring</li> </ul>				
<p>Whole school level</p> <ul style="list-style-type: none"> <li>• Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions.</li> <li>• Develop peer-observation process as agreed by staff.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Consult with staff on monitoring and referral</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School-based staffing</li> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources</li> </ul>	<p>\$46,726.00</p>	<p>\$27,726.00</p>

<p>processes</p> <ul style="list-style-type: none"> <li>• Document an agreed processes and feedback on these</li> <li>• Professional Learning on Compass</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions</li> <li>• Establish clear referral processes</li> </ul> <p>Options for funding</p> <p>Whole school level</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• CRT coverage, coordination duties/time-release.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Learning intervention programs</li> <li>• ESmart - Inquiry (4/5/6)</li> <li>• Breakfast club</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Extra-curricular activities and programs</li> </ul>				
<p>Whole school level</p> <ul style="list-style-type: none"> <li>• Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions.</li> <li>• Develop peer-observation process as agreed by staff.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Consult with staff on monitoring and referral processes</li> <li>• Document an agreed processes and feedback on these</li> <li>• Professional Learning on Compass</li> </ul> <p>Individual and tailored level</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</li> <li><input checked="" type="checkbox"/> Support services</li> </ul>	<p>\$5,500.00</p>	<p>\$4,200.00</p>

<ul style="list-style-type: none"> <li>• Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions</li> <li>• Establish clear referral processes</li> </ul> <p>Options for funding</p> <p>Whole school level</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• CRT coverage, coordination duties/time-release.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Learning intervention programs</li> <li>• ESmart - Inquiry (4/5/6)</li> <li>• Breakfast club</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Extra-curricular activities and programs</li> </ul>				
<b>Totals</b>			\$188,628.40	\$118,328.40

### Additional Equity spend

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Whole School level</p> <ul style="list-style-type: none"> <li>• Audit the staff understanding of literacy practices through a survey.</li> <li>• Schedule and organise professional learning on evidence-based literacy strategies.</li> <li>• Continue to build formative assessment knowledge by supporting teachers to collect, analyse, respond to and monitor data throughout the year.</li> <li>• Document plans for coaching/mentoring/observation</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Review the timetable to ensure curriculum essentials are prioritised.</li> <li>• Develop an agreed assessment schedule in collaboration with staff</li> <li>• Establish processes for regular moderation of assessment</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Establish resourcing for</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>individual and tailored support programs</p> <ul style="list-style-type: none"> <li>• Establish criteria for identifying students requiring individual and tailored support</li> <li>• Engage with parents/carers to ensure appropriate supports</li> <li>• Schedule times for individual and tailored support to occur</li> </ul> <p>Options for funding</p> <p>Whole School level</p> <ul style="list-style-type: none"> <li>• Professional development .</li> <li>• CRT coverage.</li> <li>• Coordination higher duties.</li> <li>• Learning management systems.</li> <li>• Teaching and learning programs and resources.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Professional development on key learning areas</li> <li>• CRT coverage</li> <li>• Learning intervention programs/resources. (Sounds Write, LLI)</li> <li>• Technology resources/programs Seesaw, Reading Eggs, Mathseeds.</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Staffing for intervention programs. See funding case</li> </ul>						
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<p>study</p> <ul style="list-style-type: none"> <li>Partnership with non-for-profit groups to run homework clubs</li> <li>Professional tutoring</li> </ul>						
<p>Teaching Partners Community of Practice – Terri Campbell</p>	<ul style="list-style-type: none"> <li>Assistant Principal</li> <li>Learning Specialist(s)</li> <li>Principal</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>Planning</li> <li>Preparation</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Pupil Free Day</li> <li>Professional Practice Day</li> <li>PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>SEIL</li> <li>Teaching partners</li> <li>Literacy Leaders</li> <li>External consultants</li> </ul> <p>Terri Campbell</p>	<ul style="list-style-type: none"> <li>On-site</li> </ul>
<p>Whole school level</p> <ul style="list-style-type: none"> <li>Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions.</li> <li>Develop peer-observation process as agreed by staff.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>Consult with staff on monitoring and referral processes</li> <li>Document an agreed processes and feedback on these</li> <li>Professional Learning on Compass</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>Establish a regular time for the Wellbeing Team to speak</li> </ul>	<ul style="list-style-type: none"> <li>All Staff</li> <li>Assistant Principal</li> <li>Principal</li> <li>Student Wellbeing Co-ordinator</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>Curriculum development</li> <li>Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Pupil Free Day</li> <li>Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>SEIL</li> <li>Internal staff</li> <li>Departmental resources</li> </ul> <p>CASEA Program</p>	<ul style="list-style-type: none"> <li>On-site</li> </ul>



<p>with staff and for staff to ask questions</p> <ul style="list-style-type: none"> <li>• Establish clear referral processes</li> </ul> <p>Options for funding</p> <p>Whole school level</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• CRT coverage, coordination duties/time-release.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Learning intervention programs</li> <li>• ESmart - Inquiry (4/5/6)</li> <li>• Breakfast club</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Extra-curricular activities and programs</li> </ul>						
<p>Whole school level</p> <ul style="list-style-type: none"> <li>• Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions.</li> <li>• Develop peer-observation process as agreed by staff.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Consult with staff on monitoring and referral processes</li> <li>• Document an agreed</li> </ul>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site

<p>processes and feedback on these</p> <ul style="list-style-type: none"> <li>• Professional Learning on Compass</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions</li> <li>• Establish clear referral processes</li> </ul> <p>Options for funding</p> <p>Whole school level</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• CRT coverage, coordination duties/time-release.</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Learning intervention programs</li> <li>• ESmart - Inquiry (4/5/6)</li> <li>• Breakfast club</li> </ul> <p>Individual and tailored level</p> <ul style="list-style-type: none"> <li>• Extra-curricular activities and programs</li> </ul>						
<p>Purchase Professional Reading texts for each collaborative team:</p> <ul style="list-style-type: none"> <li>- Fountas and Pinnell Literacy Continuum</li> <li>- Fountas and Pinnell Guiding</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input checked="" type="checkbox"/> Teaching partners</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>Readers and Writers          -Teaching Mathematics –          Foundations to Middle Years          - Dianne Siemon          - Teaching Primary          Mathematics – Booker          - Primary and Middle Years          Mathematics – Teaching          Developmentally - John Van          Der Walle          - Spelling K-8 Dianne          Snowball, Faye Bolton</p>	<p><input checked="" type="checkbox"/> Principal</p>					
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