

# **2019 Annual Implementation Plan**

## **for improving student outcomes**

Research Primary School (2959)



Submitted for review by Fiona Vale (School Principal) on 11 February, 2019 at 05:10 PM

Endorsed by Clare Read (Senior Education Improvement Leader) on 11 February, 2019 at 05:10 PM

Endorsed by Elizabeth Shewan (School Council President) on 13 February, 2019 at 09:56 PM

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	It was good to see that we have moved forward on some of the areas listed above. I also feel that the goals that we have set moving forward will allow us to move on some of the areas where we are on the fringe of the next level.
<b>Considerations for 2020</b>	We are pleased to be in review as we feel that the school has changed direction since the SP was developed. We are developing a strong direction and will use the review to support this direction
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>To significantly improve student achievement in Literacy and Numeracy. To develop students with capacities to be effective global citizens, students who are curious, perseverant and creative, and able to work collaboratively as problem-solvers.</p>
<b>Target 1.1</b>	<p>All deemed capable students to make at least one Victorian Curriculum level progress every year as measured by teacher judgement. The Year 3 to Year 5 NAPLAN literacy and numeracy matched cohort growth will match or exceed the mean for government schools. The NAPLAN Year 3 to 5 Relative Gain measures to show:</p> <ul style="list-style-type: none"> <li>● A maximum of 20% of students making low relative gain.</li> <li>● A minimum of 25% of students making high relative gain.</li> </ul> <p>To incorporate the Education State target to increase the percentage of Year 5 students performing in NAPLAN Bands 7 and 8 by 25% by 2020</p> <ul style="list-style-type: none"> <li>● Reading from 43% in 2015 to 53% in 2020</li> <li>● Numeracy from 31% in 2014 to 39% in 2020</li> <li>● To incorporate the Education State targets as performance measures are made available, e.g. – More students reaching highest levels of achievement in Critical and Creative Thinking by 2019.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	<p>To establish a consistent structure for our Professional Learning Communities</p>
<b>Key Improvement Strategy 1.b</b> Building practice excellence	<p>To develop teacher capacity in Literacy</p>
<b>Goal 2</b>	<p>To develop students who are highly engaged and connected to their learning.</p>

<b>Target 2.1</b>	To maintain Student Attitudes to School teaching and learning measure mean scores above four on the five-point scale and at least in the middle 50% of all school scores.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	To review through lines in our scope and sequence which is in line with the Victorian Curriculum in the areas of reading, writing, numeracy, inquiry
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	To establish a consistent approach to curriculum documentation
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	To build a culture of high expectations
<b>Goal 3</b>	To develop resilient students who demonstrate attitudes and behaviours consistent with the school values.
<b>Target 3.1</b>	<p>To maintain the Student Attitudes to School mean scores for connectedness to peers and classroom behaviour in at least the middle 50% of all school scores. To incorporate the Education State targets as performance measures are made available, e.g. –</p> <ul style="list-style-type: none"> <li>● A 20% increase in the proportion of students doing physical activity five times a week by 2025</li> <li>● A 20% increase in the proportion of students reporting high resilience by 2025</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	To develop a whole school approach to student engagement and wellbeing

<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	To review and improve student voice and agency
<b>Goal 4</b>	To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.
<b>Target 4.1</b>	Maintain high levels of staff opinion on collective efficacy as measured through the Staff Opinion Survey.
<b>Key Improvement Strategy 4.a</b> Building practice excellence	Ensure sufficient resources are provided for effective implementation of strategies and actions described in each of the Achievement, Engagement and Wellbeing sections of the Strategic Plan.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To significantly improve student achievement in Literacy and Numeracy.</p> <p>To develop students with capacities to be effective global citizens, students who are curious, perseverant and creative, and able to work collaboratively as problem-solvers.</p>	Yes	<p>All deemed capable students to make at least one Victorian Curriculum level progress every year as measured by teacher judgement.</p> <p>The Year 3 to Year 5 NAPLAN literacy and numeracy matched cohort growth will match or exceed the mean for government schools.</p> <p>The NAPLAN Year 3 to 5 Relative Gain measures to show:</p> <ul style="list-style-type: none"> <li>● A maximum of 20% of students making low relative gain.</li> <li>● A minimum of 25% of students making high relative gain.</li> </ul> <p>To incorporate the Education State target to increase the percentage of Year 5 students performing in NAPLAN Bands 7 and 8 by 25% by 2020</p> <ul style="list-style-type: none"> <li>● Reading from 43% in 2015 to 53% in 2020</li> <li>● Numeracy from 31% in 2014 to 39% in 2020</li> <li>● To incorporate the Education State targets as performance measures are made available, e.g. – More students reaching highest levels of achievement in Critical and Creative Thinking by 2019.</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Relative Growth 3-5 NAPLAN Data</p> <p>Reading:</p> <p>Low: No more than 15% of students (21% 2018)</p> <p>High: At least 33% to maintain 2018 results</p> <p>Writing:</p> <p>Low: No more than 20% of students (27% 2018)</p> <p>High: At least 20% of student (19% 2018)</p> <p>Numeracy:</p> <p>Low: No more than 15% of students (16% 2018)</p> <p>High: At least 10% of student (4% 2018)</p>
<p>To develop students who are highly engaged and connected to their learning.</p>	Yes	<p>To maintain Student Attitudes to School teaching and learning measure mean scores above four on the five-point scale and at least in the middle 50% of all school scores.</p>	<p>year 5 NAPLAN Band 7 and 8 Data</p> <p>Reading: 60% of students (53% 2018)</p> <p>Writing: 30% of students (25% 2018)</p>

			<p>Numeracy: 55% of students (47% 2018)</p> <p>Attitudes to school survey to improve in the following areas from;</p> <p>63% to 71% in school connectedness</p> <p>Differentiated learning challenge 70% (2018) to 75%</p> <p>Effective teaching time 69% (2018) to 75%</p> <p>Stimulated learning 50% (2018) to 55%</p> <p>Motivation and interest 65% (2018) to 70%</p> <p>Student voice and agency 43% (2018) to 59%</p>
To develop resilient students who demonstrate attitudes and behaviours consistent with the school values.	Yes	<p>To maintain the Student Attitudes to School mean scores for connectedness to peers and classroom behaviour in at least the middle 50% of all school scores.</p> <p>To incorporate the Education State targets as performance measures are made available, e.g. –</p> <ul style="list-style-type: none"> <li>• A 20% increase in the proportion of students doing physical activity five times a week by 2025</li> <li>• A 20% increase in the proportion of students reporting high resilience by 2025</li> </ul>	<p>Attitudes to school survey to improve in the following areas from;</p> <p>43%-59% in student voice and agency</p> <p>50% to 55% in stimulating learning environment</p>
To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.	No	Maintain high levels of staff opinion on collective efficacy as measured through the Staff Opinion Survey.	



<b>Goal 1</b>	To significantly improve student achievement in Literacy and Numeracy. To develop students with capacities to be effective global citizens, students who are curious, perseverant and creative, and able to work collaboratively as problem-solvers.	
<b>12 Month Target 1.1</b>	Relative Growth 3-5 NAPLAN Data Reading: Low: No more than 15% of students (21% 2018) High: At least 33% to maintain 2018 results Writing: Low: No more than 20% of students (27% 2018) High: At least 20% of student (19% 2018) Numeracy: Low: No more than 15% of students (16% 2018) High: At least 10% of student (4% 2018)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	To establish a consistent structure for our Professional Learning Communities	Yes
<b>KIS 2</b> Building practice excellence	To develop teacher capacity in Literacy	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.	In 2017 the VCOP program was introduced at the school, however, teachers were unsure of exactly how to implement it. We would like a more targeted and consistent approach to the VCOP writing program and to literacy at our school. 2018 was used as an opportunity to trial and observe strategies through PLCs. 2019 will be a more targeted trial as we head towards our review. Although our literacy data is generally above state, it is on a steady decline, and our relative growth data is an area of concern.	
<b>Goal 2</b>	To develop students who are highly engaged and connected to their learning.	

<b>12 Month Target 2.1</b>	<p>year 5  NAPLAN Band 7 and 8 Data  Reading: 60% of students (53% 2018)  Writing: 30% of students (25% 2018)  Numeracy: 55% of students (47% 2018)</p> <p>Attitudes to school survey to improve in the following areas from;  63% to 71% in school connectedness  Differentiated learning challenge 70% (2018) to 75%  Effective teaching time 69% (2018) to 75%  Stimulated learning 50% (2018) to 55%  Motivation and interest 65% (2018) to 70%  Student voice and agency 43% (2018) to 59%</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Curriculum planning and assessment	To review through lines in our scope and sequence which is in line with the Victorian Curriculum in the areas of reading, writing, numeracy, inquiry	Yes
<b>KIS 2</b> Curriculum planning and assessment	To establish a consistent approach to curriculum documentation	No
<b>KIS 3</b> Curriculum planning and assessment	To build a culture of high expectations	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our student opinion survey results are telling us that our students are not connected to school and panorama reports that our 'student attitude' is in the 'transform' stage. Our curriculum needs to be revisited to give students greater connections to their learning. If students are able to set their own goals for learning, they will be more engaged.	

<b>Goal 3</b>	To develop resilient students who demonstrate attitudes and behaviours consistent with the school values.	
<b>12 Month Target 3.1</b>	Attitudes to school survey to improve in the following areas from; 43%-59% in student voice and agency 50% to 55% in stimulating learning environment	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	To develop a whole school approach to student engagement and wellbeing	Yes
<b>KIS 2</b> Empowering students and building school pride	To review and improve student voice and agency	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.	As discussed previously, Panorama reports that student attitudes are very low (transform). Student voice and agency and stimulating learning environment are in need of improvement. We suspect that the review will identify that we need to re-set our school values. The development of a whole school student engagement approach and the trialling of strategies around this will put us in good stead for beginning this process as part of the next strategic plan.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<p>To significantly improve student achievement in Literacy and Numeracy.          To develop students with capacities to be effective global citizens, students who are curious, perseverant and creative, and able to work collaboratively as problem-solvers.</p>
<b>12 Month Target 1.1</b>	<p>Relative Growth 3-5 NAPLAN Data          Reading:          Low: No more than 15% of students (21% 2018)          High: At least 33% to maintain 2018 results          Writing:          Low: No more than 20% of students (27% 2018)          High: At least 20% of student (19% 2018)          Numeracy:          Low: No more than 15% of students (16% 2018)          High: At least 10% of student (4% 2018)</p>
<b>KIS 1</b> Building practice excellence	To establish a consistent structure for our Professional Learning Communities
<b>Actions</b>	<p>To develop teacher capacity to understand data and teach at students point of need          To develop teacher toolbox of evidence based teaching strategies          To deeply engage all staff with the Pre-review Self-evaluation (PRSE)</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- More data informed and purposeful teaching</li> <li>- Data driven discussions</li> <li>- Reflective process to evaluate the success of strategies trialled to improve student outcomes</li> <li>- Changes in teaching practice</li> <li>- Students have their own goals</li> </ul>

<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- improvement in growth data as measured in school based assessments</li> <li>- PLC journals reflect increased teacher capacity</li> <li>- PDP goals aligned with PLC</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
The identification of a Professional Learning Community (PLC) cycle which includes planning, data analysis and the trialling and evaluating of explicit teaching strategies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Continue to use the current meeting structure to ensure regular time for PLC 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 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Development of a PLC journal which links to PDC goals	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Identify time in meeting schedule for teachers to analyse data sets and identify enablers and barriers in preparation for our pre-review self evaluation	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	To develop teacher capacity in Literacy			

<b>Actions</b>	Develop a whole school consistent approach to the teaching of writing Develop teachers ability to differentiate when teaching writing			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Teacher will conference and set challenging goals with students</li> <li>- Non negotiables for writing in place across the school</li> <li>- Increased teacher confidence in their ability to differentiate</li> </ul>			
<b>Success Indicators</b>	Increase in writing formative assessment improvement in NAPLAN and school based writing data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Ensure that meetings are purposeful and professional development focused	<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
Develop a whole school agreement about the consistent use of the VCOP writing structure (non negotiables)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional development for all teachers including student conferencing, varied strategies on writing and using formative assessment to set student goals	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,862.00  <input checked="" type="checkbox"/> Equity funding will be used

Whole school data meetings where facilitated discussion of student progress and next steps occurs	<input checked="" type="checkbox"/> All Staff <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
<b>Goal 2</b>	To develop students who are highly engaged and connected to their learning.			
<b>12 Month Target 2.1</b>	year 5 NAPLAN Band 7 and 8 Data Reading: 60% of students (53% 2018) Writing: 30% of students (25% 2018) Numeracy: 55% of students (47% 2018)  Attitudes to school survey to improve in the following areas from; 63% to 71% in school connectedness Differentiated learning challenge 70% (2018) to 75% Effective teaching time 69% (2018) to 75% Stimulated learning 50% (2018) to 55% Motivation and interest 65% (2018) to 70% Student voice and agency 43% (2018) to 59%			
<b>KIS 1</b> Curriculum planning and assessment	To review through lines in our scope and sequence which is in line with the Victorian Curriculum in the areas of reading, writing, numeracy, inquiry			
<b>Actions</b>	Develop teacher capacity to document curriculum consistently and collaboratively (p-6)			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Completed whole school curriculum map</li> <li>- Consistent documentation in a central location</li> <li>- Consistent use of new data tables</li> </ul>			
<b>Success Indicators</b>	Attitudes to school data to demonstrate improvement Improvement in growth data as measured in school based assessments and NAPLAN			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a process for consistent curriculum documentation with the staff team	<input checked="" type="checkbox"/> Assistant Principal <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
Create meeting time prior to professional practice days to scope through lines P-6 a term in advance	<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
Utilise the revised 2019 assessment schedule to support and underpin the curriculum map, adjusting where appropriate	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To develop resilient students who demonstrate attitudes and behaviours consistent with the school values.			
<b>12 Month Target 3.1</b>	Attitudes to school survey to improve in the following areas from; 43%-59% in student voice and agency 50% to 55% in stimulating learning environment			
<b>KIS 1</b> Empowering students and building school pride	To develop a whole school approach to student engagement and wellbeing			
<b>Actions</b>	Develop teacher capacity in the strategies used to improve student engagement and wellbeing			



<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- A engagement policy which all staff have engaged in writing</li> <li>- Teachers taking ownership of tier 1 and 2 behaviours and having an understanding of the strategies used with tier 3 students</li> <li>- Students are celebrated for their successes</li> <li>- Visible posters focused on respect and excellence in every classroom</li> <li>- Student understanding of the behaviours that constitute respect and excellence</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Student attitude to school results to improve</li> <li>- Student suspension and detention data to decrease</li> <li>- Community champions rewards are being claimed and points tracked visibly in each classroom</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Development of a school wide documented student engagement policy which clearly outlines behaviours, strategies and consequences	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Trialling the implementation of a whole school approach to student engagement with consistent consequences, restorative practices and the establishment of community champions with rewards	<input checked="" type="checkbox"/> All Staff <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
Engage with external agencies such as 'infokus' to train staff and students in a revised approach to student engagement	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b>	To review and improve student voice and agency			

Empowering students and building school pride				
<b>Actions</b>	To develop student leadership and agency capacity			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- List of events and opportunities for students in the community</li> <li>- SRC to be more involved in decision making</li> <li>- Staff gather regular feedback from their students around how they like to learn</li> </ul>			
<b>Success Indicators</b>	Attitudes to school survey to improve from 43% to 59% in student voice and agency			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Continue with a student voice and agency position of responsibility (greater focus on agency) and allocate CRT time	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00  <input type="checkbox"/> Equity funding will be used
Identify opportunities for leadership in the community and implement these	<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
Review student leadership process to ensure engagement of a larger number of students	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Engage SRC members more in assembly reports and community opportunities	<input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
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# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,862.00	\$5,862.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$5,862.00</b>	<b>\$5,862.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional development for all teachers including student conferencing, varied strategies on writing and using formative assessment to set student goals	from: Term 1 to: Term 4		\$5,862.00	\$5,862.00
<b>Totals</b>			<b>\$5,862.00</b>	<b>\$5,862.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
The identification of a Professional Learning Community (PLC) cycle which includes planning, data analysis and the trialling and evaluating of explicit teaching strategies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Development of a PLC journal which links to PDC goals	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources PLC	<input checked="" type="checkbox"/> On-site
Ensure that meetings are purposeful and professional development focused	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Literacy	<input checked="" type="checkbox"/> On-site
Professional development for all teachers including student conferencing, varied strategies on writing and using formative assessment to set student goals	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
Engage with external agencies such as 'infokus' to train staff and students in a revised approach to student engagement	<input checked="" type="checkbox"/> All Staff	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"/> External consultants Student wellbeing	<input checked="" type="checkbox"/> On-site