**2021 Annual Implementation Plan**

Submitted for review by Leanne Armao (School Principal) on 23 January, 2021 at 12:27 PM  
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 25 January, 2021 at 05:06 PM  
Endorsed by Gizelle Katsivelos (School Council President) on 09 February, 2021 at 07:30 AM

**for improving student outcomes**

Keysborough Primary School (5534)



**Self-evaluation Summary - 2021**

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|  | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Embedding moving towards Excelling |
|  | Curriculum planning and assessment | Embedding |
|  | Evidence-based high-impact teaching strategies | Embedding |
|  | Evaluating impact on learning | Evolving moving towards Embedding |

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| **Professional leadership** |  | Building leadership teams | Excelling |
|  | Instructional and shared leadership | Excelling |
|  | Strategic resource management | Excelling |
|  | Vision, values and culture | Embedding moving towards Excelling |

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

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

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| **Enter your reflective comments** | The work of the PLC and professional learning provided has significantly improved consistency and alignment in our AIP Numeracy and Literacy goals. Student Voice, Agency and Leadership continues to be a priority through the continued work of Wabisabi Learning and Lee Watanabe-Crockett. Our whole school assessment schedule and Instructional Model continues to be embedded and is transferred into practice in the classroom. Leadership and School Improvement teams continue to commit to whole school improvement. Literacy and Numeracy remains a high priority and will continue to be supported by our Knowledgeable Others in 2021. Area for focus include community engagement of parents/carers/ kin as partners in their child's education and Inquiry based learning where student concerns and curiosities drive planning and implementation. |
| **Considerations for 2021** | Literacy, Numeracy and Student engagement will continue to be a focus in 2021 alongside DET priorities. Continued and expanded use of Class Dojo to engage our school community. Inquiry Projects will remain a focus and playful classroom curriculum development. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | 2021 Priorities Goal |
| Target 1.1 | Support for the 2021 Priorities |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Learning, catch-up and extension priority |
| Key Improvement Strategy 1.b Health and wellbeing | Happy, active and healthy kids priority |
| Key Improvement Strategy 1.c Building communities | Connected schools priority |
| Goal 2 | Improve literacy and numeracy achievement and growth. |
| Target 2.1 | * By 2022, the percentage of students in the top 2 bands of Year 3 reading NAPLAN from 52% to 57% * By 2022 the percentage of students in the top 2 bands of Year 3 numeracy NAPLAN from 56% to 60%. |
| Target 2.2 | * By 2022, the percentage of students in the top 2 bands of Year 5 reading NAPLAN from 37% to 42% * By 2022 the percentage of students in the top 2 bands of Year 5 numeracy NAPLAN from 34% to 38%. |
| Target 2.3 | * By 2022, the percentage of students in the top 2 bands of Year 3 writing NAPLAN from 54% to 58% * By 2022 matched cohort numeracy growth from 92 points to 113 points or more |
| Target 2.4 | By 2022, the percentage of students in the top 2 bands of Year 5 reading NAPLAN from 25% to 30% |
| Target 2.5 | By 2022 matched cohort reading growth from 67 points to 89 points or more (NAPLAN school comparison report) |
| Target 2.6 | By 2022 matched cohort writing growth from 49 points to 70 points or more |
| Key Improvement Strategy 2.a Building practice excellence | Build teacher capability for literacy and numeracy teaching and learning through professional learning that is collaborative, involving evidence-based reflection and feedback (BPE). |
| Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies | Build the capacity of all staff to implement consistent and sustained high-impact teaching strategies to accurately differentiate learning at point of need for each student. (HITS) |
| Key Improvement Strategy 2.c Building practice excellence | Develop an agreed literacy and numeracy framework for the teaching of numeracy and build consistency in its implementation across the school. (BPE) |
| Key Improvement Strategy 2.d Curriculum planning and assessment | Develop teacher knowledge of the curriculum maps and proficiency standards for reading, writing and Mathematics from Foundation to year 6 and beyond to accurately set aspirational and achievable goals for students. (CPA) |
| Goal 3 | Improve student engagement in learning. |
| Target 3.1 | By 2022 the percentage positive response on the ATOS survey will improve:   * Self-regulation and goal setting from 89% to 90% or above * Student voice and agency from 65% to 86% * Confidence in learning from 77% to 90% |
| Target 3.2 | By 2022 the component mean scores on the staff survey will improve:   * Collective efficacy from 77% to 79% or above * Teacher collaboration from 62% to 75% * Trust in students and parents from 78% to 81% |
| Key Improvement Strategy 3.a Empowering students and building school pride | Develop a whole school understanding of the practices that develop student voice, agency and leadership in learning. (ESBSP) |
| Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies | Build the capacity of all staff to implement consistent and sustained high-impact teaching strategies to develop student voice, agency and leadership in learning (HITS) |
| Key Improvement Strategy 3.c Empowering students and building school pride | Teachers and student co-design curriculum and units of learning for students to exercise authentic agency in learning (ESBSP) |
| Key Improvement Strategy 3.d Intellectual engagement and self-awareness | Build a culture of high expectations where teachers and students set aspirational but achievable goals for learning. (IESA) |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 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 | Learning catch up and extension-  \* By 2021, students identified to be engaged in the Tutor Learning Program will achieve growth of 12 months or more in Reading according to teacher judgments against the Victorian Curriculum standards in Years 1-5 Reading and Viewing.  \* Pre and post PLC Maturity Matrix assessment indicate improvement growth in PLC practice.   Staff will strengthen their data knowledge and use of high impact teaching as indicated by continuous improvement in the School Staff Survey by; • The School Staff Survey percentage positive endorsement measure for the factor ‘Knowledge of high impact teaching’ will be at or above 70% (2020 – 65%)  • The School Staff Survey percentage positive endorsement measure for the factor ‘Understand how to analyse data’ factor will be at or above 75% (2020 – 70%)     Happy, healthy, active kids- By 2021 the AToSS positive endorsement measures for the following factors will improve: Self-regulation and goal setting from 85% in 2019 to be at or above 89%  \* Student voice and agency from 65% in 2019 to be at or above 70%  \* Confidence in learning from 75% in 2019 to be at or above 80%   Connected Schools- Breaking the link student absence:  \* Percentage of students by absence days 10-19.5 days from 23% (99 students) to 18% (77.58 students)  \* Percentage of students by absence days 20-29.5 days from 12% (52 students) to 7% (30 students)  \* Percentage of students by absence days 30+ days from 11% (47 students) to 6% (26 students)  Percentage indicated on Parent Opinion Survey around school connectedness and Stimulated work environments increases from 80% to 85%.  2021 PIVOT surveys in Standard 4 ‘Create and maintain a safe learning environment’ will improve from 3.5 to 4.0 or greater. |
| Improve literacy and numeracy achievement and growth. | No | * By 2022, the percentage of students in the top 2 bands of Year 3 reading NAPLAN from 52% to 57% * By 2022 the percentage of students in the top 2 bands of Year 3 numeracy NAPLAN from 56% to 60%. |  |
| * By 2022, the percentage of students in the top 2 bands of Year 5 reading NAPLAN from 37% to 42% * By 2022 the percentage of students in the top 2 bands of Year 5 numeracy NAPLAN from 34% to 38%. |  |
| * By 2022, the percentage of students in the top 2 bands of Year 3 writing NAPLAN from 54% to 58% * By 2022 matched cohort numeracy growth from 92 points to 113 points or more |  |
| By 2022, the percentage of students in the top 2 bands of Year 5 reading NAPLAN from 25% to 30% |  |
| By 2022 matched cohort reading growth from 67 points to 89 points or more (NAPLAN school comparison report) |  |
| By 2022 matched cohort writing growth from 49 points to 70 points or more |  |
| Improve student engagement in learning. | No | By 2022 the percentage positive response on the ATOS survey will improve:   * Self-regulation and goal setting from 89% to 90% or above * Student voice and agency from 65% to 86% * Confidence in learning from 77% to 90% |  |
| By 2022 the component mean scores on the staff survey will improve:   * Collective efficacy from 77% to 79% or above * Teacher collaboration from 62% to 75% * Trust in students and parents from 78% to 81% |  |

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| Goal 1 | 2021 Priorities Goal | |
| 12 Month Target 1.1 | Learning catch up and extension-  \* By 2021, students identified to be engaged in the Tutor Learning Program will achieve growth of 12 months or more in Reading according to teacher judgments against the Victorian Curriculum standards in Years 1-5 Reading and Viewing.  \* Pre and post PLC Maturity Matrix assessment indicate improvement growth in PLC practice.   Staff will strengthen their data knowledge and use of high impact teaching as indicated by continuous improvement in the School Staff Survey by; • The School Staff Survey percentage positive endorsement measure for the factor ‘Knowledge of high impact teaching’ will be at or above 70% (2020 – 65%)  • The School Staff Survey percentage positive endorsement measure for the factor ‘Understand how to analyse data’ factor will be at or above 75% (2020 – 70%)     Happy, healthy, active kids- By 2021 the AToSS positive endorsement measures for the following factors will improve: Self-regulation and goal setting from 85% in 2019 to be at or above 89%  \* Student voice and agency from 65% in 2019 to be at or above 70%  \* Confidence in learning from 75% in 2019 to be at or above 80%   Connected Schools- Breaking the link student absence:  \* Percentage of students by absence days 10-19.5 days from 23% (99 students) to 18% (77.58 students)  \* Percentage of students by absence days 20-29.5 days from 12% (52 students) to 7% (30 students)  \* Percentage of students by absence days 30+ days from 11% (47 students) to 6% (26 students)  Percentage indicated on Parent Opinion Survey around school connectedness and Stimulated work environments increases from 80% to 85%.  2021 PIVOT surveys in Standard 4 ‘Create and maintain a safe learning environment’ will improve from 3.5 to 4.0 or greater. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Curriculum planning and assessment | Learning, catch-up and extension priority | Yes |
| **KIS 2**  Health and wellbeing | Happy, active and healthy kids priority | Yes |
| **KIS 3**  Building communities | Connected schools priority | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | These Key Improvement Strategies have been selected in line with DET recommended areas of focus in response to 2020 COVID-19 and remote and flexible learning.   12 month targets aligned to learning catch up and extension were advised by data gathered from teacher judgments on 2020 reports.   Keysborough has set targets in line with priority 2, happy, healthy, active kids, utilising data gathered from the 2020 AToSS where positive endorsement measures in self regulation, student voice and agency and confidence in learning were factors requiring improvement.  Our 12 month target in reference to Connected Schools was guided by 2020 attendance data and making improvements with our cohort of students missing between 10 and 30 days each year. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | 2021 Priorities Goal | | | | |
| 12 Month Target 1.1 | Learning catch up and extension-  \* By 2021, students identified to be engaged in the Tutor Learning Program will achieve growth of 12 months or more in Reading according to teacher judgments against the Victorian Curriculum standards in Years 1-5 Reading and Viewing.  \* Pre and post PLC Maturity Matrix assessment indicate improvement growth in PLC practice.   Staff will strengthen their data knowledge and use of high impact teaching as indicated by continuous improvement in the School Staff Survey by; • The School Staff Survey percentage positive endorsement measure for the factor ‘Knowledge of high impact teaching’ will be at or above 70% (2020 – 65%)  • The School Staff Survey percentage positive endorsement measure for the factor ‘Understand how to analyse data’ factor will be at or above 75% (2020 – 70%)     Happy, healthy, active kids- By 2021 the AToSS positive endorsement measures for the following factors will improve: Self-regulation and goal setting from 85% in 2019 to be at or above 89%  \* Student voice and agency from 65% in 2019 to be at or above 70%  \* Confidence in learning from 75% in 2019 to be at or above 80%   Connected Schools- Breaking the link student absence:  \* Percentage of students by absence days 10-19.5 days from 23% (99 students) to 18% (77.58 students)  \* Percentage of students by absence days 20-29.5 days from 12% (52 students) to 7% (30 students)  \* Percentage of students by absence days 30+ days from 11% (47 students) to 6% (26 students)  Percentage indicated on Parent Opinion Survey around school connectedness and Stimulated work environments increases from 80% to 85%.  2021 PIVOT surveys in Standard 4 ‘Create and maintain a safe learning environment’ will improve from 3.5 to 4.0 or greater. | | | | |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | | | | |
| **Actions** | \* Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support \* To resource, develop and implement a quality Tutor Learning program that will facilitate the learning of students who experienced delays or gaps in their learning during remote and flexible learning. \* Embed and maintain PLCs structures to support teacher collaboration and reflection of strengthen teaching practice  \* Revisit and strengthen the use of HITS in classrooms, with a focus on Feedback and Differentiated teaching. | | | | |
| **Outcomes** | Students; \* will know what their next steps are in their learning \* participating in the Tutor Learning Program will experience increase growth in their learning at an expected level.  Teachers; \* will confidently and accurately identify student learning needs of their students \* will use HITS, specifically Feedback and Differentiated teaching, to plan lessons and units to consistently and explicitly implement the school’s instructional model   Leaders; \* will ensure PLCs meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons \* will resource the school’s Tutor Learning Program \* will lead and support the work of tutors  School Community; \* will build on remote and flexible learning, the school community will continue to connect via digital platforms with their child's learning. | | | | |
| **Success Indicators** | \* PLCs will collaborate and make informed, evidence based decisions on student learning progress based on their teacher judgement and formative assessment data, using feedback and differentiated teaching. \* Students will show improvement in school connectedness and aspects of creating and maintaining a safe learning environment according to AToSS and PIVOT survey results. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| In collaboration with staff, further develop our assessment schedule to feature formative assessment tools. Utilising professional learning opportunities, PLC and whole school learning and teaching conversations and Knowledgeable Others (consultants) in Literacy and Numeracy and planning days. | | 🗹 Assistant Principal  🗹 PLC Leaders  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $134,780.00  🗹 Equity funding will be used |
| Engage Knowledgeable Other (consultant) to build key staff capabilities around data literacy. | | 🗹 Principal  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $15,000.00  🗹 Equity funding will be used |
| PLCs will actively analyse and use data to inform differentiated learning pathways for individual students and whole year level cohorts. | | 🗹 PLC Leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Tutoring program including; Staffing, Resourcing, Identifying students, Professional learning for tutors. DET FUNDING-$125,583 SRP CREDIT-$53,821 | | 🗹 Assistant Principal  🗹 Literacy Leader  🗹 Numeracy Leader  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $179,404.00  🞎 Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | | |
| **Actions** | \* Establish a whole school approach to social-emotional learning, belonging and engagement \* Embed routines using The Virtues Project, Circle Time, Zones of Regulation, and prioritise time for these in daily conversations. | | | | |
| **Outcomes** | Students will; \*feel connected to their school and feel positive about their learning environment. \*will share a common language and understanding in every day behaviour and language associated with a whole school approach to well-being.  Teachers will; \* actively engage in the social and emotional learning of all students in their classrooms, identifying and supporting their health and wellbeing  \* develop a positive school and classroom climate where students feel valued, cared for and respected \* build and demonstrate valued relationships with children and their parents/carers/kin  \* integrate social-emotional learning into school practice and value their relationships with students. \* will share a common language and understanding in every day behaviour and language associated with a whole school approach to well-being.  Leaders will; \* integrate social-emotional learning into school practice and value their relationships with students. \* will share a common language and understanding in every day behaviour and language associated with a whole school approach to well-being.  School Community will; \* will share a common language and understanding in every day behaviour and language associated with a whole school approach to well-being. | | | | |
| **Success Indicators** | \* Observations of changes to classroom practices showing provision of social and emotional learning in planning documents and teachers using social emotional tools such as Virtues Project and Zones of Regulation and Respectful relationships program \* Staff PDPs will include professional learning goas around happy, healthy, active kids including the social and emotional learning and wellbeing of all children \* In PLC, discussion of SDQ data to track and monitor students' social and emotional well being for classroom teachers to support and meet the needs of students at risk | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Plan for and schedule professional learning to develop a common and agreed understanding around social and emotional learning, including subsequent sessions to determine impact and review actions. | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Document an agreed whole school approach to social and emotional learning through inquiry learning. (Consultant) | | 🗹 Education Support  🗹 Leadership Team  🗹 Leading Teacher(s)  🗹 PLC Leaders  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $26,000.00  🗹 Equity funding will be used |
| Establish and document weekly check-ins with families at risk to be recorded in SENTRAL. To support high ability students, Individual Learning Plans will be established to achieve learning extension goals. | | 🗹 Leadership Team  🗹 PLC Leaders  🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Develop and implement curriculum planning documents in PLCs in consultation with the happy, healthy, active kids improvement team. | | 🗹 School Improvement Team  🗹 Team Leader(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish clear referral processes to meet the needs of at risk children and in consultation with the happy, healthy, active kids school improvement team leader and leadership. | | 🗹 Leadership Team  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | | |
| **Actions** | \* Working together in an effective partnership with parents/carers/kin to improve their children’s attendance at school. \* Strengthen and embed the school-wide approach to communication with parents/carers/kin, to connect school to home using digital platforms \* Plan for school facilities, including the continued implementation of the playful classroom as endorsed by School Council in 2020, and grounds works that will mean our school is a great place to learn. | | | | |
| **Outcomes** | Students; • will have strong relationships with teachers and leaders. • will feel connected to their school and feel positive towards their attendance   Teachers; • will be confident in integrating digital learning pedagogy • will continue to strengthen communication with parents/carers/kin focusing on student attendance which will be evident in eCases attendance data, this data will reflect improvements in student attendance rates which fall between 10 and 30+ absence days per year  Leaders; • prioritise time for staff to communicate and build relationships with parents/carers/kin • will strengthen staff communication with parents/carers/kin through revision of existing school protocols and policies  School Community; • will have strong relationships with teachers and leaders through greater connections | | | | |
| **Success Indicators** | \* Observations and learning walks demonstrate use of digital learning platforms to connect classrooms to home \* Whole school surveys including Attitudes to School Survey, School Staff Survey, PIVOT survey, Parent Opinion Survey will show student and school improvement in school connectedness and creating and maintaining a safe learning environment. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Plan for on-going professional development on integrating digital learning. | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Expand community access to school newsletters, social media, and information sessions. | | 🗹 Assistant Principal  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Prioritise collaboration time in PLCs and share effective digital learning and relationship building strategies. | | 🗹 All Staff  🗹 Assistant Principal  🗹 PLC Leaders  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Continue the implementation of the 'Playful Classroom' and 'Image of the child' across K-6. (Consultant) | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $59,000.00  🗹 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

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| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $234,780.00 | $234,780.00 |
| Additional Equity funding | $594,321.04 | $594,321.04 |
| **Grand Total** | $829,101.04 | $829,101.04 |

Activities and Milestones

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| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| In collaboration with staff, further develop our assessment schedule to feature formative assessment tools. Utilising professional learning opportunities, PLC and whole school learning and teaching conversations and Knowledgeable Others (consultants) in Literacy and Numeracy and planning days. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $134,780.00 | $134,780.00 |
| Engage Knowledgeable Other (consultant) to build key staff capabilities around data literacy. | from: Term 1  to: Term 1 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $15,000.00 | $15,000.00 |
| Document an agreed whole school approach to social and emotional learning through inquiry learning. (Consultant) | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $26,000.00 | $26,000.00 |
| Continue the implementation of the 'Playful Classroom' and 'Image of the child' across K-6. (Consultant) | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $59,000.00 | $59,000.00 |
| **Totals** | | | $234,780.00 | $234,780.00 |

Additional Equity spend

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| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2021** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Assistant Principal $95,376 Learning catch up and extension Teacher 1 $86,551 Learning catch up and extension Teacher 2 $100,051 Connected schools Teacher 3 $77,636 Healthy, happy, active kids MiniLit teacher $56,141 Speech pathologist .4 $40,565.28 | from: Term 1  to: Term 4 | 🗹 School-based staffing | $456,321.04 | $456,321.04 |
| Establishment of second 'playful classroom $30,000 Establishment of second atelier $5000 Teaching and learning budgets $30,000 Network conference $5000 ICT $58,000 Happy, healthy, active kids $5000 Learning extension and catch up resources $5000 | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Assets | $138,000.00 | $138,000.00 |
| **Totals** | | | $594,321.04 | $594,321.04 |

**Professional Learning and Development Plan**

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| In collaboration with staff, further develop our assessment schedule to feature formative assessment tools. Utilising professional learning opportunities, PLC and whole school learning and teaching conversations and Knowledgeable Others (consultants) in Literacy and Numeracy and planning days. | 🗹 Assistant Principal  🗹 PLC Leaders  🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development | 🗹 Whole School Pupil Free Day  🗹 Professional Practice Day  🗹 PLC/PLT Meeting | 🗹 Primary Mathematics and Science specialists  🗹 Literacy expertise  🗹 External consultants  Joanne Casey Rob Vingerhoets KP Consultancy | 🗹 On-site |
| Engage Knowledgeable Other (consultant) to build key staff capabilities around data literacy. | 🗹 Principal  🗹 School Improvement Team | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Moderated assessment of student learning  🗹 Formalised PLC/PLTs | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 External consultants  Phillip Holmes-Smith | 🗹 On-site |
| PLCs will actively analyse and use data to inform differentiated learning pathways for individual students and whole year level cohorts. | 🗹 PLC Leaders | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Moderated assessment of student learning | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Plan for and schedule professional learning to develop a common and agreed understanding around social and emotional learning, including subsequent sessions to determine impact and review actions. | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Student voice, including input and feedback | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Document an agreed whole school approach to social and emotional learning through inquiry learning. (Consultant) | 🗹 Education Support  🗹 Leadership Team  🗹 Leading Teacher(s)  🗹 PLC Leaders  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development | 🗹 Professional Practice Day  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 External consultants  Lee Watanabe-Crockett | 🗹 On-site |
| Plan for on-going professional development on integrating digital learning. | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Student voice, including input and feedback | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Prioritise collaboration time in PLCs and share effective digital learning and relationship building strategies. | 🗹 All Staff  🗹 Assistant Principal  🗹 PLC Leaders  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Continue the implementation of the 'Playful Classroom' and 'Image of the child' across K-6. (Consultant) | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 External consultants  Anthony Semann  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |