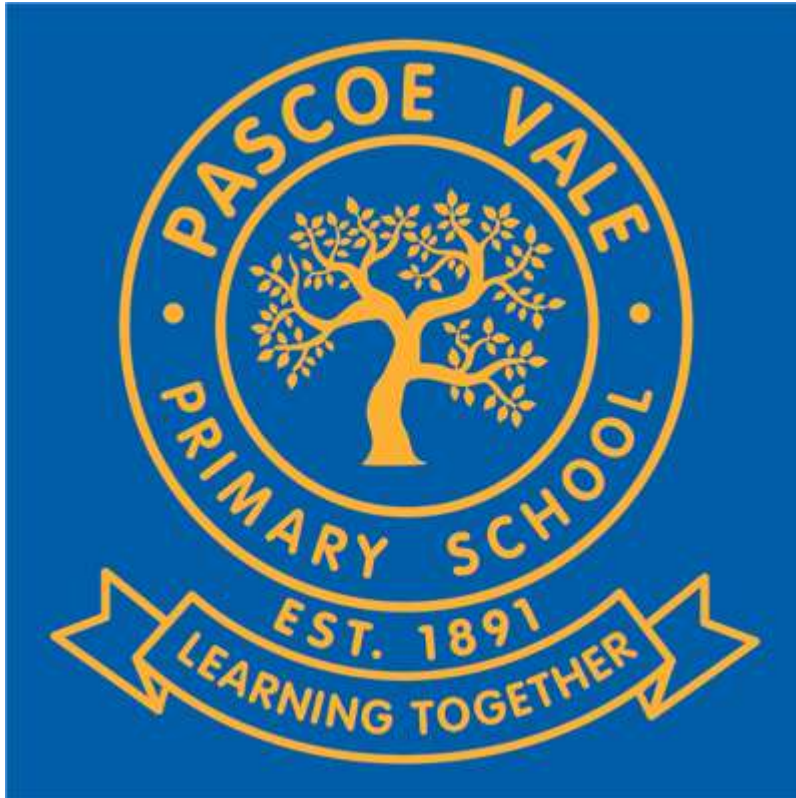


2020 Annual Implementation Plan

For Improving Student Outcomes

Pascoe Vale Primary School (3081)



Submitted for review by Anne Naughton (School Principal) on 19 December, 2019 at 11:22 AM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 11 February, 2020 at 04:20 PM
Endorsed by Paul Wise (School Council President) on 12 February, 2020 at 02:17 PM

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>PIVOT has been introduced school wide and student input will be further developed in 2020</p> <p>Parent engagement with their child/ren learning has been refined and increased through the provision of learning progress reports, class open sessions, regular contact via compass and dojo.</p> <p>Professional learning has had significantly increased alignment to the SSP and AIP and is being differentiated for the PLC inquiry cycles.</p> <p>Naplan and Panorama data have shown significant upward trends in all learning areas.</p>
Considerations for 2020	<p>The challenge going forward will be to continue the positive upward student learning data trend for all student cohorts, in all key learning areas.</p> <p>The pivot survey - further embedding of student voice and creation of positive classroom learning environments will continue to be a focus in the 2020 AIP.</p> <p>Internal professional learning aligned to AIP goals and informed by identified student learning needs will continue to be a fully resourced priority.</p>

Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	For all students to be empowered and challenged to achieve high learning growth in literacy and numeracy.
Target 1.1	<p><u>VICTORIAN CURRICULUM:</u></p> <ul style="list-style-type: none">• By 2020 minimum one year's growth for 85% students from Foundation to Grade 6 in all areas of literacy and numeracy using teacher judgement against Victorian Curriculum Standards. <p><u>NAPLAN :</u></p> <ul style="list-style-type: none">• By 2020, relative to similar schools group, Pascoe Vale's relative growth results in all domains will be at or above the results for primary schools with similar characteristics as measured by the 'Pascoe Vale's Supplementary Panoramic Report'.• NAPLAN growth to show minimum two years growth between years 3-5 in literacy and numeracy. <p><u>Student Attitude to School Survey</u></p> <ul style="list-style-type: none">• Each year of the review period, Student Attitudes to School Survey factors: learning confidence, stimulated learning and teacher effectiveness be at or above similar schools and in the fourth quartile• By 2020 in the Student Attitude to School Survey in the 'Social Engagement' domain 'Student Voice and Agency', 'School Connectedness' and 'Sense of Inclusion' to be at or above similar school and maintaining greater than 90% positive responses.• By 2020 in the Student Attitude to School Survey in the 'Learning Characteristics and Disposition' domain, 'Learning Confidence' to be at or above similar schools and maintain greater than 90% positive responses.

Key Improvement Strategy 1.a Building practice excellence	Develop the capability of all staff in effective assessment practices, to ensure that the progress of each student is closely monitored, students working above and below expected standards are identified and planning meets each student's learning to ensure maximum learning growth.
Key Improvement Strategy 1.b Building practice excellence	Embed agreed high impact teaching strategies that underpin effective teaching and learning, including innovative, engaging practices which have an emphasis on student agency (demonstrating initiative, acting with purpose, independence and autonomy).
Goal 2	To enhance student health and well being.
Target 2.1	<p><u>PARENT OPINION SURVEY:</u></p> <ul style="list-style-type: none"> • By 2020 in the Parent Opinion Survey in the 'Parent Community Engagement' domain ' Parent Participation and Involvement', 'School Support' and 'Teacher Communication' to be at or above similar school and maintaining greater than 70% positive responses.
Key Improvement Strategy 2.a Parents and carers as partners	To implement and further extend the home school connections with a focus on student learning.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>For all students to be empowered and challenged to achieve high learning growth in literacy and numeracy.</p>	<p>Yes</p>	<p><u>VICTORIAN CURRICULUM:</u></p> <ul style="list-style-type: none"> By 2020 minimum one year's growth for 85% students from Foundation to Grade 6 in all areas of literacy and numeracy using teacher judgement against Victorian Curriculum Standards. <p><u>NAPLAN :</u></p> <ul style="list-style-type: none"> By 2020, relative to similar schools group, Pascoe Vale's relative growth results in all domains will be at or above the results for primary schools with similar characteristics as measured by the 'Pascoe Vale's Supplementary Panoramic Report'. NAPLAN growth to show minimum two years growth between years 3-5 in literacy and numeracy. <p><u>Student Attitude to School Survey</u></p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2020, a minimum one year's growth to be achieved by 85% of students from Foundation to Grade 6, in all areas of literacy and numeracy using teacher judgement against Victorian Curriculum Standards.</p> <p>By 2020, relative to similar schools group, Pascoe Vale's relative growth results in all domains will be at or above the results for primary schools with similar characteristics as measured by the 'Pascoe Vale's Supplementary Panoramic Report'.</p> <p>Increase the percentage of Year 5 students achieving high or medium for NAPLAN growth for:</p> <ul style="list-style-type: none"> Reading from 79% to 83% Writing from 96% to 97 % Numeracy from 87% to 88% <p>Student Attitude to School Survey Improve the percentage of positive endorsements for AToSS for:</p> <ul style="list-style-type: none"> Differentiated learning challenge from 85% (2019) to 88% (2020) Stimulated learning from 79%

		<ul style="list-style-type: none"> • Each year of the review period, Student Attitudes to School Survey factors: learning confidence, stimulated learning and teacher effectiveness be at or above similar schools and in the fourth quartile • By 2020 in the Student Attitude to School Survey in the 'Social Engagement' domain 'Student Voice and Agency', 'School Connectedness' and 'Sense of Inclusion' to be at or above similar school and maintaining greater than 90% positive responses. • By 2020 in the Student Attitude to School Survey in the 'Learning Characteristics and Disposition' domain, 'Learning Confidence' to be at or above similar schools and maintain greater than 90% positive responses. 	<p>(2019) to 82% (2020)</p> <ul style="list-style-type: none"> • Effective teaching time from 84% (2019) to 88% in 2020
To enhance student health and well being.	Yes	<p><u>PARENT OPINION SURVEY:</u></p> <ul style="list-style-type: none"> • By 2020 in the Parent Opinion Survey in the 'Parent Community Engagement' domain ' Parent Participation and Involvement', 'School Support' and 'Teacher Communication' to be at or above similar school and maintaining greater than 70% positive responses. 	<p>By end of 2020, in the Parent Opinion Survey in the 'Parent Community Engagement In Learning' domain ' Parent Participation and Involvement'(2019 85%) , 'School Communication' (2019 86%) and 'Teacher Communication' (2019 86%) to be at or above similar school and maintaining greater than 85% positive responses.</p>

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Goal 1	For all students to be empowered and challenged to achieve high learning growth in literacy and numeracy.	
12 Month Target 1.1	<p>By the end of 2020, a minimum one year's growth to be achieved by 85% of students from Foundation to Grade 6, in all areas of literacy and numeracy using teacher judgement against Victorian Curriculum Standards.</p> <p>By 2020, relative to similar schools group, Pascoe Vale's relative growth results in all domains will be at or above the results for primary schools with similar characteristics as measured by the 'Pascoe Vale's Supplementary Panoramic Report'. Increase the percentage of Year 5 students achieving high or medium for NAPLAN growth for:</p> <ul style="list-style-type: none"> • Reading from 79% to 83% • Writing from 96% to 97 % • Numeracy from 87% to 88% <p>Student Attitude to School Survey Improve the percentage of positive endorsements for AToSS for:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 85% (2019) to 88% (2020) • Stimulated learning from 79% (2019) to 82% (2020) • Effective teaching time from 84% (2019) to 88% in 2020 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop the capability of all staff in effective assessment practices, to ensure that the progress of each student is closely monitored, students working above and below expected standards are identified and planning meets each student's learning to ensure maximum learning growth.	Yes

KIS 2 Building practice excellence	Embed agreed high impact teaching strategies that underpin effective teaching and learning, including innovative, engaging practices which have an emphasis on student agency (demonstrating initiative, acting with purpose, independence and autonomy).	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.	Although we have had an increase in most indicators, the challenge in the last year of the SSP is to continue to develop the capacity of all staff to ensure shared teaching and learning practices are embedded and that improvement is sustained over time. Our achievement data has shown significant increases, in NAPLAN 3-5 growth especially in Numeracy. Our goal is to consolidate and continue this improvement. The AtoSS results declined in 2019 from a high base, thus our focus on this area will continue.	
Goal 2	To enhance student health and well being.	
12 Month Target 2.1	By end of 2020, in the Parent Opinion Survey in the 'Parent Community Engagement In Learning' domain ' Parent Participation and Involvement'(2019 85%) , 'School Communication' (2019 86%) and 'Teacher Communication' (2019 86%) to be at or above similar school and maintaining greater than 85% positive responses.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Parents and carers as partners	To implement and further extend the home school connections with a focus on student learning.	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.	Our parent survey data has improved but still continues to fluctuate. Our continued focus is to further develop key areas related to the parent survey, particularly 'Teacher Communication'.	

Define Actions, Outcomes and Activities

Goal 1	For all students to be empowered and challenged to achieve high learning growth in literacy and numeracy.
12 Month Target 1.1	<p>By the end of 2020, a minimum one year's growth to be achieved by 85% of students from Foundation to Grade 6, in all areas of literacy and numeracy using teacher judgement against Victorian Curriculum Standards.</p> <p>By 2020, relative to similar schools group, Pascoe Vale's relative growth results in all domains will be at or above the results for primary schools with similar characteristics as measured by the 'Pascoe Vale's Supplementary Panoramic Report'.</p> <p>Increase the percentage of Year 5 students achieving high or medium for NAPLAN growth for:</p> <ul style="list-style-type: none"> • Reading from 79% to 83% • Writing from 96% to 97 % • Numeracy from 87% to 88% <p>Student Attitude to School Survey</p> <p>Improve the percentage of positive endorsements for AToSS for:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 85% (2019) to 88% (2020) • Stimulated learning from 79% (2019) to 82% (2020) • Effective teaching time from 84% (2019) to 88% in 2020
KIS 1 Building practice excellence	Develop the capability of all staff in effective assessment practices, to ensure that the progress of each student is closely monitored, students working above and below expected standards are identified and planning meets each student's learning to ensure maximum learning growth.
Actions	<p>If we continue to implement quality assessment and data analysis processes, we will achieve improved learning outcomes for students' across all areas.</p> <p>We will:-</p> <ul style="list-style-type: none"> *strengthen and build consistency in Literacy and Numeracy data collection and analysis across the school. *build teacher's capabilities to be effective in the learning cycle - assess, plan, deliver then assess in a PLC model. * Implement the FISO Action research model in PLC's. *build a shared vision for evidence based teaching and learning across the school.

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *be able to articulate the goals of each lesson and know if they have been successful. *understand and self assess their progress and be able to articulate what they have learned, how they learned it and where to next. *learn to ask questions to clarify their understandings. <p>Teachers will:</p> <ul style="list-style-type: none"> *assess student learning, analyse data and use the data to inform their planning. *plan collaboratively, using student assessment to met the needs of all students. *use assessment data to differentiate instruction in whole school PLC and planning meetings. *use the Victorian Curriculum to plan sequential and differentiated learning lessons for students. <p>Leadership will:</p> <ul style="list-style-type: none"> *manage human and financial resources to enable planning, coaching and mentoring. *allocate sufficient professional learning in the meeting schedule. *invest time in data collection and analysis. *Resources allocation *Implement internal, locally tailored professional learning, whole school and team 			
Success Indicators	<p>Whole school data collection:</p> <p>PIVOT survey - to provide classroom climate and learning data, implemented and explored in a cycle of inquiry.</p> <p>Running Records:- Minimum Level 90% of students achieve - Foundation Level 5 (PM Bench mark), Year 1 Level 15 (PM Bench mark) Year 2 Level 20-23 (PM Bench mark) Year 3/4 Level 24-28 (Fountas and Pinnell)</p> <p>PAT M, PAT R, NAPLAN, PROBE, Running Records, writing samples, pre and post maths, diagnostic maths assessment. Implemented, analysed and used to inform planning.</p> <p>PAT M - 70% of students at or above expected level</p> <p>PAT R - 75% of students at or above expected level</p> <p>NAPLAN growth to show minimum two years growth between years 3-5 in Literacy and Numeracy for 80% of our students.</p> <p>PROBE All grade 2-6 students to be at or above expected level.</p> <p>Differentiated planning documents</p> <p>Student Attitude to School survey - in the 'Effective Teaching Practice for Cognitive Engagement' factors: 'Stimulated Learning' and 'Teacher Effectiveness' be at or above similar schools and 80% in positive responses.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>*Continue to refine the assessment schedule - targeting assessment tasks with diagnostic capabilities e.g. maths internal diagnostic tests, PAT reading comprehension, PAT Maths, PROBE reading comprehension, Reading Recovery, Fontas & Pinnell and</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$2,500.00</p>

PM assessments *Increase literacy data of staff.				<input type="checkbox"/> Equity funding will be used
*Further develop staff data literacy in implementing and analysing data, across a variety of assessments, through professional learning in assessing students and analysis of data to inform teaching and learning (PAT reading comprehension, PAT Maths, PROBE reading comprehension, Reading Recovery and NAPLAN).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
*Make assessment/data collection and analysis the centre of team planning to inform decision making and linking data, planning and individual grade program implementation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
*Progress of each student closely is monitored to identify students working above and below expected standards and for teachers to plan to address student learning needs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <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
Strengthen staff ability to plan comprehensive and differentiated lesson sequences that are informed by data analysis.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
*Develop whole school assessment data record keeping program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Building practice excellence	Embed agreed high impact teaching strategies that underpin effective teaching and learning, including innovative, engaging practices which have an emphasis on student agency (demonstrating initiative, acting with purpose, independence and autonomy).
Actions	If we implement and develop the teaching of literacy and numeracy, 21st Century Learning and High Impact Strategies(HITS) across the school as a framework for improving teaching and learning' then we will see improved student outcomes. *Improve teachers understanding of 21CLD through continued professional learning and coaching. *Implement instructional models for Literacy, Numeracy and 21CLD pedagogies, explicitly linked to HITS. *Develop knowledge of effective pedagogical practice. *Enhance student agency in learning through the implementation 21st century pedagogy and inquiry (student collaboration, self-regulation, knowledge construction and real work problems)
Outcomes	Students will: *be engaged in their learning. *participate in activities which match their learning needs - being challenged in their learning. *be active participants in their learning, taking increasing responsibility. *set goals for their leaning based on feedback from teacher, peer and self. Teachers will: *use the Victorian curriculum to plan sequential and differentiated learning lessons for students. *implement high impact pedagogical practice including e.g.; guided reading, reciprocal teaching, literature circles, maths teacher focus groups and collaborative inquiry. *plan collaboratively to meet the needs of all students. *use data to differentiate instruction. *provide feedback to students. (written and verbal). *employ the gradual release of responsibility model in planning documents and classroom implementation to scaffold student learning to scaffold student learning.
Success Indicators	PIVOT survey cycle implemented, analysed and action plan generated and implemented. 21CLD professional learning to be undertaken. Professionnal learning on data analysis undertaken. Professional learning on using data to inform weekly planning to be undertaken. PDP - staff plans to align with the AIP priorities and show evidence of professional growth. Planning documents. Self-reflection and Peer observations. Coaching notes. Student Attitude survey.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning in pedagogical approaches, coaching and classroom implementation. in literacy (reading focus), Numeracy and 21CLD through professional learning and coaching.	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used
Professional learning, discussions and planning based on High Impact Teaching Strategies. (all teachers to focus on 2 x High Impact Teaching Strategies as part of their Performance Development Plan).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Professional learning in pedagogical approaches, coaching and classroom implementation of HITS/Pedagogical Approaches (21Century Learning Pedagogy).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Regular planned activities to facilitate student involvement/agency in learning - such as tasks involving goal setting, self-regulation, collaborative groups, choice/input in learning activities, real life problems and feedback (to and from self, peer and teacher).	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement PIVOT Survey \$100 per teacher Year 2-6 (17 classes) including analyse to increase student agency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,700.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To enhance student health and well being.			

12 Month Target 2.1	By end of 2020, in the Parent Opinion Survey in the 'Parent Community Engagement In Learning' domain ' Parent Participation and Involvement'(2019 85%) , 'School Communication' (2019 86%) and 'Teacher Communication' (2019 86%) to be at or above similar school and maintaining greater than 85% positive responses.
KIS 1 Parents and carers as partners	To implement and further extend the home school connections with a focus on student learning.
Actions	<ul style="list-style-type: none"> -Develop and implement a comprehensive partnership to engage with all families in supporting high expectations for all student learning. -Develop communication with community members with all aspects of their children's learning - academic, social and emotional
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *be engaged in their learning. *be able to articulate their learning and talk about it with their parent/carer. *continue learning between home and school through stronger home school partnerships . *feel supported by parents/carers in their learning. <p>Teachers will:</p> <ul style="list-style-type: none"> *communicate with parents on a regular basis regarding student learning and welfare. (face to face, phone, class and school Dojo, compass). *reports progressively on student achievement throughout the year (Learning tasks on compass). *plan open sessions for parents to see and participate in their child's classroom program. <p>Leadership will:</p> <ul style="list-style-type: none"> *manage human and financial resources to enable the digital resources are available and supported. *allocate sufficient resources for reporting and parent communication in the meeting schedule. *monitor parent school partnership activities throughout the year.
Success Indicators	<p>Parent Opinion Survey in the 'Parent Community Engagement' domain ' Parent Participation and Involvement', 'School Support' and 'Teacher Communication' to be at or greater than 65% positive responses.</p> <p>Evidence of increased attendance and participation in :-</p> <ul style="list-style-type: none"> *Open classroom program each term. *Student led conferences. *Meet and Greet parent sessions. *Parent information sessions. *Accessing data from learning task reporting and classroom DOJO.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
-Refine a reporting schedule, providing timely information regarding student progress at the mid and end of year written reports, student led conferences and learning progress learning reports.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,300.00 <input type="checkbox"/> Equity funding will be used
Learning tasks scheduled throughout the year, designed, implemented, moderated and reported to parents via Compass portal, throughout the year	<input checked="" type="checkbox"/> PLC Leaders <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
Classrooms will plan three open classroom morning term 2-4, showcasing student learning.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will use compass, class and school Dojo, See Saw, school website and other methods to communicate with parents and carers building understanding of the student's learning and achievements.	<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
The school will continue to implement Compass increasing extending the capabilities of the software, including Ongoing reporting.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used
-To deliver targeted teaching and learning programs to address specific learning and wellbeing of all students coordinated by the Wellbeing Leader (35% of AP salary).	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$50,000.00

			to: Term 4	<input checked="" 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	\$62,700.00	\$50,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$62,700.00	\$50,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional learning in pedagogical approaches, coaching and classroom implementation of HITS/Pedagogical Approaches (21Century Learning Pedagogy).	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$11,000.00	\$0.00
Implement PIVOT Survey \$100 per teacher Year 2-6 (17 classes) including analyse to increase student agency	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,700.00	\$0.00
-To deliver targeted teaching and learning programs to address specific learning and wellbeing of all students coordinated by the Wellbeing Leader (35% of AP salary).	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$50,000.00	\$50,000.00
Totals			\$62,700.00	\$50,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>*Continue to refine the assessment schedule - targeting assessment tasks with diagnostic capabilities e.g. maths internal diagnostic tests, PAT reading comprehension, PAT Maths, PROBE reading comprehension, Reading Recovery, Fontas & Pinnell and PM assessments</p> <p>*Increase literacy data of staff.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>*Further develop staff data literacy in implementing and analysing data, across a variety of assessments, through professional learning in assessing students and analysis of data to inform teaching and learning (PAT reading comprehension, PAT Maths, PROBE reading comprehension, Reading Recovery and NAPLAN).</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>*Make assessment/data collection and analysis the centre of team planning to inform decision making and linking data, planning and</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

individual grade program implementation	<input checked="" type="checkbox"/> Teacher(s)					
*Develop whole school assessment data record keeping program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Professional learning in pedagogical approaches, coaching and classroom implementation. in literacy (reading focus), Numeracy and 21CLD through professional learning and coaching.	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional learning, discussions and planning based on High Impact Teaching Strategies. (all teachers to focus on 2 x High Impact Teaching Strategies as part of their Performance Development Plan).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>Professional learning in pedagogical approaches, coaching and classroom implementation of HITS/Pedagogical Approaches (21Century Learning Pedagogy).</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants external Coach (reading) <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Implement PIVOT Survey \$100 per teacher Year 2-6 (17 classes) including analyse to increase student agency</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>-Refine a reporting schedule, providing timely information regarding student progress at the mid and end of year written reports, student led conferences and learning progress learning reports.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site