

# 2021 Annual Implementation Plan

for improving student outcomes

Traralgon (Stockdale Road) Primary School (4652)



Submitted for review by Adam Downes (School Principal) on 17 December, 2020 at 04:22 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2021

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving
<b>Professional leadership</b>	Building leadership teams	Evolving
	Instructional and shared leadership	Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Emerging moving towards Evolving

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

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

<b>Enter your reflective comments</b>	<p>Despite the impact of COVID-19 and remote and flexible learning we managed to make good progress along the FISO continua, particularly in the 'Excellence in Teaching and Learning' domain and elements of 'Professional Leadership'. The school has some of the attributes in place to make further gains in these areas, but weren't able to fully implement them during 2020 due to the pandemic.</p> <p>The continued focus of PLC and the use of data remained strong and was backed by the implementation of a new organizational and meeting structure. The further development of SIT and the drive this has on school wide processes/data and development of culture will be further explored in 2021</p>
<b>Considerations for 2021</b>	<p>The main body of work for 2021 will be to embed the work and structures that were put in place during 2019/2020. Some further development of SIT and it's role as well as greater distributive leadership practices under the school's vision and values will also be a focus. The introduction of a peer observation structure for both teachers and ES is seen as vital to ensure instructional model is embedded, as well as practices to support student learning and staff culture.</p> <p>A stronger use of the developed PLC inquiry cycle as a school wide tool will also help bridge the divide between school leadership and classrooms. There remains elements of professional and collective responsibilities that will be addressed</p>

	<p>should we have greater line of sight through all levels of the organizational structure. Reading/Literacy will be a focus in 2021 as we continue to work through the strategic plan. Existing instructional model, PLC cycles and organizational structures will be used to enhance this work. Building a stronger distributive leadership model without losing sight of a detached leadership team is essential. This means that Principal team remains clearly in sight of teachers and students and understands what is happening in classrooms through learning walks through an instructional leadership model.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	Improve student outcomes in reading.
<b>Target 2.1</b>	Medium and high gain NAPLAN Reading to be at least 80 per cent.
<b>Target 2.2</b>	Increase student high growth in reading according to Teacher judgement from below 25 per cent to at least 30 per cent.
<b>Target 2.3</b>	Increase to 95 the percentage of students who make 12 months growth in reading according to Teacher judgement.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Develop, document and embed a viable curriculum for literacy.

<b>Key Improvement Strategy 2.b</b> Building practice excellence	Develop, document and embed an agreed and evidenced based teaching and learning model for reading.
<b>Key Improvement Strategy 2.c</b> Instructional and shared leadership	Develop leaders in literacy.
<b>Goal 3</b>	Improve student growth in numeracy.
<b>Target 3.1</b>	Increase medium and high gain for Year 3 and 5 from 52 per cent to 85 per cent.
<b>Target 3.2</b>	100 per cent of students participating in resourced numeracy intervention program to demonstrate at least 12 months growth.
<b>Target 3.3</b>	95 per cent of all students to make at least 12 months growth according to Teacher judgment.
<b>Key Improvement Strategy 3.a</b> Building practice excellence	Establish agreement on and implement the numeracy instructional model.
<b>Key Improvement Strategy 3.b</b> Evaluating impact on learning	Build staff data literacy to guide planning and teaching and learning.
<b>Key Improvement Strategy 3.c</b> Evaluating impact on learning	Action Plan to accelerate improvement
<b>Goal 4</b>	Develop a collaborative learning culture which maximises students outcomes.

<b>Target 4.1</b>	<b>School Staff Survey</b> <ul style="list-style-type: none"> <li>• Psychological safety to increase from 65 per cent to 80 per cent</li> <li>• Social behaviour from 76 per cent to 85 per cent</li> <li>• Staff wellbeing from 67 per cent to 80 per cent</li> <li>• Collective efficacy from 67 per cent to 80 per cent</li> <li>• Academic emphasis from 67 per cent to 75 per cent</li> <li>• Collective responsibility from 70 per cent to 80 per cent</li> <li>• Staff participation rates to increase from 86 per cent to at least 95 per cent</li> </ul>
<b>Target 4.2</b>	<b>Student Attitudes to School Survey</b> <ul style="list-style-type: none"> <li>• Effective classroom behaviour from 38 per cent positive to 50 per cent.</li> <li>• Student voice and agency from 30 per cent positive to 70 per cent.</li> <li>• Student teacher relations from 9 per cent positive to 50 per cent.</li> </ul>
<b>Key Improvement Strategy 4.a</b> Vision, values and culture	Develop and document new school vision and values.
<b>Key Improvement Strategy 4.b</b> Vision, values and culture	Develop and implement processes and practices to support collaboration, communication and inclusion.
<b>Key Improvement Strategy 4.c</b> Setting expectations and promoting inclusion	Develop and implement Student wellbeing and management processes and practices.
<b>Key Improvement Strategy 4.d</b>	Establish processes and practices to build distributive leadership.

Building leadership teams



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Improvement 2020 PAT Stanines moving into 2021.</p> <p>Stanines PAT-R Increase Students in the top 3 Stanines from 66 to 73 ~10% Decrease student in Bottom 3 Stanines from 97 to 87 ~ 10% Reduce students in the bottom Stanine from 31 to 15</p> <p>PAT-M Increase Students in the top 3 Stanines from 74 to 82 ~10% Decrease student in Bottom 3 Stanines from 57 to 50 ~ 10% Have no students in the bottom Stanine</p> <p>Scaled score bands on final PAT tests to show improvement from 2020 levels both reading and Maths. (There is NO 'prescribed' scaled score growth. eg 12mths =20 points) Grade average score to improve.</p>
Improve student outcomes in reading.	Yes	Medium and high gain NAPLAN Reading to be at least 80 per cent.	Medium and high gain NAPLAN Reading to be at least 80 per cent.

		Increase student high growth in reading according to Teacher judgement from below 25 per cent to at least 30 per cent.	Increase student high growth in reading according to Teacher judgement from below 25 per cent to at least 30 per cent.
		Increase to 95 the percentage of students who make 12 months growth in reading according to Teacher judgement.	increase to 95 the percentage of students who make 12 months growth in reading according to Teacher judgement.
Improve student growth in numeracy.	No	Increase medium and high gain for Year 3 and 5 from 52 per cent to 85 per cent.	
		100 per cent of students participating in resourced numeracy intervention program to demonstrate at least 12 months growth.	
		95 per cent of all students to make at least 12 months growth according to Teacher judgment.	
Develop a collaborative learning culture which maximises students outcomes.	No	<b>School Staff Survey</b> <ul style="list-style-type: none"> <li>• Psychological safety to increase from 65 per cent to 80 per cent</li> <li>• Social behaviour from 76 per cent to 85 per cent</li> <li>• Staff wellbeing from 67 per cent to 80 per cent</li> </ul>	

		<ul style="list-style-type: none"> <li>• Collective efficacy from 67 per cent to 80 per cent</li> <li>• Academic emphasis from 67 per cent to 75 per cent</li> <li>• Collective responsibility from 70 per cent to 80 per cent</li> <li>• Staff participation rates to increase from 86 per cent to at least 95 per cent</li> </ul>	
		<p><b>Student Attitudes to School Survey</b></p> <ul style="list-style-type: none"> <li>• Effective classroom behaviour from 38 per cent positive to 50 per cent.</li> <li>• Student voice and agency from 30 per cent positive to 70 per cent.</li> <li>• Student teacher relations from 9 per cent positive to 50 per cent.</li> </ul>	

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Improvement 2020 PAT Stanines moving into 2021.</p> <p>Stanines  PAT-R  Increase Students in the top 3 Stanines from 66 to 73 ~10%  Decrease student in Bottom 3 Stanines from 97 to 87 ~ 10%  Reduce students in the bottom Stanine from 31 to 15  PAT-M</p>

	<p>Increase Students in the top 3 Stanines from 74 to 82 ~10%  Decrease student in Bottom 3 Stanines from 57 to 50 ~ 10%  Have no students in the bottom Stanine</p> <p>Scaled score bands on final PAT tests to show improvement from 2020 levels both reading and Maths. (There is NO 'prescribed' scaled score growth. eg 12mths =20 points) Grade average score to improve.</p>
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority Yes
<b>KIS 3</b> Building communities	Connected schools priority Yes
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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.
<b>Goal 2</b>	Improve student outcomes in reading.
<b>12 Month Target 2.1</b>	Medium and high gain NAPLAN Reading to be at least 80 per cent.
<b>12 Month Target 2.2</b>	Increase student high growth in reading according to Teacher judgement from below 25 per cent to at least 30 per cent.

<b>12 Month Target 2.3</b>	increase to 95 the percentage of students who make 12 months growth in reading according to Teacher judgement.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Develop, document and embed a viable curriculum for literacy.	No
<b>KIS 2</b> Building practice excellence	Develop, document and embed an agreed and evidenced based teaching and learning model for reading.	Yes
<b>KIS 3</b> Instructional and shared leadership	Develop leaders in literacy.	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.	This single KIS was chosen from this area as this goal has not yet been a focus for the school. 2021 sees 3 other KIS added from DET in response to the COVID-19 Pandemic. By choosing this single KIS it will allow the school switch the focus from Maths to Reading, but having only one KIS from this area, along with the DET KIS, it will help the school to embed the changes made in Maths.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Improvement 2020 PAT Stanines moving into 2021.</p> <p>Stanines            PAT-R            Increase Students in the top 3 Stanines from 66 to 73 ~10%            Decrease student in Bottom 3 Stanines from 97 to 87 ~ 10%            Reduce students in the bottom Stanine from 31 to 15</p> <p>PAT-M            Increase Students in the top 3 Stanines from 74 to 82 ~10%            Decrease student in Bottom 3 Stanines from 57 to 50 ~ 10%            Have no students in the bottom Stanine</p> <p>Scaled score bands on final PAT tests to show improvement from 2020 levels both reading and Maths. (There is NO 'prescribed' scaled score growth. eg 12mths =20 points) Grade average score to improve.</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<p>Assessment schedule- understanding the elements of data literacy- summative v Formative ax</p> <p>Use of formative assessment within the PLC cycle, staff professional learning about formative assessment</p> <p>Instructional model- Use of Gradual release to support all learners (catch up, at level, extension)</p> <p>Use of HITS, building into Instructional model, creating visual representation into Instructional Model</p> <p>Whole school data in PAT reading and maths, data used to start planning 2021 (success indicator- growth in PAT)</p> <p>PAT data wall to identify students to target and areas of focus</p> <p>Targeting intervention model, Intervention team uses data to drive focus</p> <p>Focus on attendance data, attendance intervention model to support students who didn't engage in remote learning</p> <p>Peer Observation model</p>
<b>Outcomes</b>	<p>- teachers using data to drive planning and improve learning outcomes. <b>Is there an agreement of what constitutes quality planning? If the school does not have an agreed planning template that all teachers use, then is there whole school agreement around 'What are the non negotiables that MUST be visible in weekly planning?'</b> Part of role clarity!</p>

	<ul style="list-style-type: none"> <li>- creation of active data walls ( is this initially Maths and then reading?)</li> <li>-teachers using multiple sources of data (for what?)</li> <li>- Teachers will confidently and accurately identify student learning needs of their students</li> <li>PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</li> <li>Teachers will use HITS to plan lessons and units (which ones? – start with one or two and refine the practice with observations, before moving on))</li> <li>Teachers will consistently and explicitly implement the school’s instructional model</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- assessment schedule developed and adhered to ( is this just for Reading, or Maths as well?)</li> <li>- formative assessment evident in PLC inquiry cycle documented in PLC log</li> <li>- instructional model evident in planning documents and observations of classrooms</li> <li>- teachers use the developed peer observation model in maths classes, with both Learning Specialists, Instructional leaders and all classrooms across the school</li> <li>- Classroom observations and learning walks demonstrating take up of professional learning strategies</li> <li>- Student feedback on differentiation, the instructional model, and use of common strategies</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop an agreed assessment schedule in collaboration with staff	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Document plans for peer observation across the school for both teachers and ES	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Establish processes for regular moderation of assessment- both formative and summative (where is this to occur_ in staff meetings or PLC’s or both?)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Professional learning around focused HITS ad how these link to the schools Instructional model?				
intervention team develops and action plan with targeted intervention model to elevate learning growth				
Data Walls established for Reading and Maths in learning hub and processes established to regularly incorporate / reference this data into staff and leadership meetings				
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<ul style="list-style-type: none"> <li>-develop and implement student wellbeing case management system, tiered student wellbeing intervention model</li> <li>-develop, <b>document</b> and implement Stocky Wellbeing STAR</li> <li>-continued transition of existing students to the next year level within the school ( <b>clarify what this means?</b>)</li> <li>-continued transition program for new Preps and Year 6 students to secondary school</li> <li>-implementation of Respectful Relationships curriculum across the school</li> <li>- implementation of SWPBS guide.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- student wellbeing case management system and tiered student wellbeing intervention model is implemented</li> <li>- understood clarity on <b>Wellbeing</b> responsibilities of all staff</li> <li>- Teachers will model and are consistent in agreed routines <b>to what?</b></li> <li>- Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing</li> <li>- Students will feel supported and engaged in homegroups and contribute to a strong classroom culture</li> <li>- At-risk students will be identified and receive targeted support in a timely manner</li> <li>- Students will have strong relationships with peers <b>( is this measurable?)</b></li> </ul>			



<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- staff are confident in referring students to the student wellbeing team - use of in house surveys</li> <li>- Classroom and peer observations <b>show what?</b></li> <li>- Observations of changes to classroom practices <b>( is this student management and Wellbeing?)</b></li> <li>- Documentation of frameworks, policies or programs, <b>Stocky Wellbeing STAR</b></li> <li>- Internal and external professional learning attendance and shared readings for staff are documented</li> <li>- <b>Reduced frequency and intensity of tier 2 and tier 3 behaviours, amongst identified students?</b></li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Plan for and schedule professional learning to support staff to implement all elements of the school's wellbeing model.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement student wellbeing case management system, tiered student wellbeing intervention model				
Implementation of Respectful Relationships curriculum across the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Strengthen engagement in regional and network communities of practice</li> <li>- Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning</li> <li>- Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices</li> <li>- Use digital channels of communication to provide regular updates on weekly student learning programs</li> <li>- Create opportunities for more regular meetings using digital technologies between parents/carers/kin and teachers</li> </ul>			

	<ul style="list-style-type: none"> <li>- Strengthen and embed digital learning in classes</li> <li>- Strengthen relationships with parents/carers/kin and conduct regular pulse checks</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin</li> <li>- Teachers will have strong relationships with students and parents/carers/kin</li> <li>- Students and parents/carers/kin will feel as though they belong and are seen</li> <li>- The wider community will feel welcome in the school and regularly use school facilities</li> <li>- Students will feel connected to their school and have positive attitudes to attendance</li> </ul>			
<b>Success Indicators</b>	<p>Observations and learning walks demonstrate use of digital learning  Documentation of school digital policies  Whole school surveys (SSS, AToSS)  Student/staff/parent/carer/kin focus groups and interviews</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Routinely prioritise time in PLTs/staff meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Invite local community members and leaders to school open days, assemblies, concerts and other school events	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<p>Engage in action learning- Inquiry to Identify digital tools that were successfully implemented in schools for both teaching and monitoring learning growth during flexible and remote learning and how they can continue to be implemented. Use this knowledge to inform resourcing the school with digital resources</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$35,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Improve student outcomes in reading.			
<b>12 Month Target 2.1</b>	Medium and high gain NAPLAN Reading to be at least 80 per cent.			
<b>12 Month Target 2.2</b>	Increase student high growth in reading according to Teacher judgement from below 25 per cent to at least 30 per cent.			
<b>12 Month Target 2.3</b>	increase to 95 the percentage of students who make 12 months growth in reading according to Teacher judgement.			
<b>KIS 1</b> Building practice excellence	Develop, document and embed an agreed and evidenced based teaching and learning model for reading.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Collaborate with Staff on how the evidenced based model works at Stockdale Road.</li> <li>1- Oral Language 2- Phonological awareness 3- Phonics 4- Fluency 5- Vocabulary 6- Comprehension</li> <li>- Plan whole school professional learning throughout the year on reading priority areas.</li> <li>- Embed the Sounds write structure into our P-2 classes</li> <li>- Investigate the sounds write extension into 3-6.</li> <li>- Specific Data team to investigate reading data through an appreciative Inquiry approach to determine areas of relative Strength and Improvements.</li> </ul>			
<b>Outcomes</b>	Understanding of how the School Instructional Model fits literacy. Documentation on how reading is to be taught at Stocky at all year levels <b>Improved teacher knowledge of the use of evidence based approaches to teach reading</b>			
<b>Success Indicators</b>	Culture walk Peer observation model utilized in literacy lessons Documented evidence of the Instructional model for Literacy use, with HITS inclusion. Documented Reading plan for Stockdale Rd PS <b>Student Reading outcomes and growth</b>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for and schedule professional learning to support staff to implement all elements of the school's reading model.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
Modeling, co teaching and coaching of teachers to build teacher capacity in teaching reading				
Culture walks completed to reflect schools commitment to the reading model. What will our classroom environments look like.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Document the Stocky Reading Plan (Phonics based approach to Reading) and how it aligns to the schools instructional model				

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$20,000.00	\$20,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$20,000.00</b>	<b>\$20,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Plan for and schedule professional learning to support staff to implement all elements of the school's wellbeing model.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	\$20,000.00
<b>Totals</b>			<b>\$20,000.00</b>	<b>\$20,000.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2021	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
Document plans for peer observation across the school for both teachers and ES	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Establish processes for regular moderation of assessment- both formative and summative	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> 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"/> Timetabled Planning Day <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
Plan for and schedule professional learning to support staff to implement all elements of the school's wellbeing model.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of Respectful Relationships curriculum across the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  Andrea Penrose / Lead RR schools	<input checked="" type="checkbox"/> Off-site Lead schools
Plan for and schedule professional learning to support staff to implement all	<input checked="" type="checkbox"/> All Staff	from: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<p>elements of the school's reading model.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Literacy Improvement Teacher</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> External consultants</li> <li>Reading Coach</li> </ul>	
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