

2021 Annual Implementation Plan

for improving student outcomes

Epsom Primary School (2367)



Submitted for review by Kathleen Fitzgerald (School Principal) on 03 December, 2020 at 01:20 PM
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 15 February, 2021 at 11:58 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

| | 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 | Evolving moving towards Embedding |
| | Curriculum planning and assessment | Evolving moving towards Embedding |
| | Evidence-based high-impact teaching strategies | Evolving |
| | Evaluating impact on learning | Evolving moving towards Embedding |
| Professional leadership | Building leadership teams | Excelling |
| | Instructional and shared leadership | Embedding moving towards Excelling |
| | Strategic resource management | Embedding |
| | Vision, values and culture | Evolving moving towards Embedding |

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

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

| | |
|---|--|
| Enter your reflective comments | |
| Considerations for 2021 | High Abilities- Leadership- Gill APT- Green Magpies- student Sustainability Group Rob working with children disengaged within the classroom Possible employment of additional Wellbeing support to work with groups of children (ie: grade 6 girls, grade 6 boys) Auslan- whole school focus- 3 hearing impaired children and and employee- staff cultural awareness training |
| Documents that support this plan | |

SSP Goals Targets and KIS

| | |
|---|---|
| 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 | To improve literacy and numeracy outcomes for all students. |
| Target 2.1 | <p>By 2022, the percentage of Year 3 students achieving in the top 2 bands of will increase:</p> <ul style="list-style-type: none"> • In Reading from 41.2% (2018) to 55% • In Writing from 46.9% (2018) to 52% • In Numeracy from 24.2% (2018) to 45% |
| Target 2.2 | <p>By 2022, the percentage of Year 5 students achieving in the top 2 bands of NAPLAN will increase:</p> <ul style="list-style-type: none"> • In Reading from 22.6% (2018) to 40% • In Writing from 6.5% (2018) to 14% • In Numeracy from 25.8% (2018) to 32% |

| | |
|---|---|
| | |
| Target 2.3 | <p>By 2022, reduce percentage of Year 5 students achieving <i>low growth</i> in NAPLAN:</p> <ul style="list-style-type: none"> • In Reading from 30.4% to 10% • In Writing from 38.1% to 10% • In Numeracy from 13% to 10% |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Develop a whole school curriculum and agreed pedagogy.(CPA) |
| Key Improvement Strategy 2.b Building practice excellence | Develop an agreed and evidence based whole school approach to team teaching, planning and collaboration. |
| Key Improvement Strategy 2.c Building practice excellence | Build teacher capacity to deliver a differentiated curriculum |
| Key Improvement Strategy 2.d Evaluating impact on learning | Build teacher capacity in data literacy. |
| Key Improvement Strategy 2.e Building practice excellence | 5. Develop collaborative structures and processes which build professional learning communities and an adult learning culture.(BPE). |
| Goal 3 | To improve engagement in learning for all students. |
| Target 3.1 | <p>By 2022, increase the percentage of positive responses for the following factors in the Student Attitudes to School Survey</p> <ul style="list-style-type: none"> • Motivation and interest from 80.7% (2018) to 85% (2022) |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Self-regulation and goal setting from 81.3% (2018) to 90% (2022) • Student voice and agency from 58.7% (2018) to 75% (2022) • Stimulating learning from 71.7% (2018) to 85% (2022) |
| Target 3.2 | <p>Demonstrate year on year improvement in the following questions from the PIVOT survey, with comparisons made annually with the semester 2 data sets.</p> <ul style="list-style-type: none"> • This class keeps my attention - I don't get bored (2018 benchmark 3.65) • In my class the students are well behaved (2018 benchmark 3.5) • My class is busy learning and doesn't waste time (2018 benchmark 3.5) |
| Target 3.3 | By 2022, decrease the percentage of students with 20 or more days absent from 25% in 2018 to 15% in 2022 |
| Key Improvement Strategy 3.a Empowering students and building school pride | Develop a whole school approach to activate student voice and agency. |
| Key Improvement Strategy 3.b Health and wellbeing | Develop a framework that leverages school partnerships to support student learning, health, wellbeing and attendance (HW). |
| Key Improvement Strategy 3.c Instructional and shared leadership | Develop a school organisation design to drive effective instructional leadership. |

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>KIS1A: By 2021, we will increase the percentage of students achieving at level or higher based on Teacher Judgements from 2019, in the areas of: Reading from 75% to 85% Writing from 75% to 82% Numeracy from 78% to 84%</p> <p>KIS1B: To increase the percentage of positive responses for the following factors of the PIVOT survey. - This class keeps my attention from 3.7 to 4.0 - This class if focussed on learning from 3.6 to 4.0</p> <p>To decrease the percentage of students with 20 or more days absent from 35% in 2020 to 26% (network 2019).</p> <p>KIS1C: Increase the home/ school education partnerships. - Teacher communications from POS 2020 from 62% to 80% - Parent participation and involvement from POS 2020 from 75% to 85%</p> |

| | | | |
|---|----|---|--|
| | | | <p>-Increase staff trust in students and parents from SSS 2020 from 66.7% to 75%</p> <p>- Parent and community involvement from SSS 2020 from 65.1% to 75%</p> |
| To improve literacy and numeracy outcomes for all students. | No | <p>By 2022, the percentage of Year 3 students achieving in the top 2 bands of will increase:</p> <ul style="list-style-type: none"> • In Reading from 41.2% (2018) to 55% • In Writing from 46.9% (2018) to 52% • In Numeracy from 24.2% (2018) to 45% | |
| | | <p>By 2022, the percentage of Year 5 students achieving in the top 2 bands of NAPLAN will increase:</p> <ul style="list-style-type: none"> • In Reading from 22.6% (2018) to 40% • In Writing from 6.5% (2018) to 14% • In Numeracy from 25.8% (2018) to 32% | |
| | | <p>By 2022, reduce percentage of Year 5 students achieving <i>low growth</i> in NAPLAN:</p> <ul style="list-style-type: none"> • In Reading from 30.4% to 10% • In Writing from 38.1% to 10% • In Numeracy from 13% to 10% | |

| | | | |
|---|----|---|--|
| To improve engagement in learning for all students. | No | <p>By 2022, increase the percentage of positive responses for the following factors in the Student Attitudes to School Survey</p> <ul style="list-style-type: none"> • Motivation and interest from 80.7% (2018) to 85% (2022) • Self-regulation and goal setting from 81.3% (2018) to 90% (2022) • Student voice and agency from 58.7% (2018) to 75% (2022) • Stimulating learning from 71.7% (2018) to 85% (2022) | |
| | | <p>Demonstrate year on year improvement in the following questions from the PIVOT survey, with comparisons made annually with the semester 2 data sets.</p> <ul style="list-style-type: none"> • This class keeps my attention - I don't get bored (2018 benchmark 3.65) • In my class the students are well behaved (2018 benchmark 3.5) • My class is busy learning and doesn't waste time (2018 benchmark 3.5) | |
| | | <p>By 2022, decrease the percentage of students with 20 or more days absent from 25% in 2018 to 15% in 2022</p> | |

| | |
|----------------------------|---|
| Goal 1 | 2021 Priorities Goal |
| 12 Month Target 1.1 | KIS1A: By 2021, we will increase the percentage of students achieving at level or higher based on Teacher Judgements from 2019, in |

| | |
|---|--|
| | <p>the areas of: Reading from 75% to 85% Writing from 75% to 82% Numeracy from 78% to 84%</p> <p>KIS1B: To increase the percentage of positive responses for the following factors of the PIVOT survey. - This class keeps my attention from 3.7 to 4.0 - This class is focussed on learning from 3.6 to 4.0</p> <p>To decrease the percentage of students with 20 or more days absent from 35% in 2020 to 26% (network 2019).</p> <p>KIS1C: Increase the home/ school education partnerships. - Teacher communications from POS 2020 from 62% to 80% - Parent participation and involvement from POS 2020 from 75% to 85% -Increase staff trust in students and parents from SSS 2020 from 66.7% to 75% - Parent and community involvement from SSS 2020 from 65.1% to 75%</p> |
| 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. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021. |

Define Actions, Outcomes and Activities

| | |
|--|---|
| Goal 1 | 2021 Priorities Goal |
| 12 Month Target 1.1 | <p>KIS1A: By 2021, we will increase the percentage of students achieving at level or higher based on Teacher Judgements from 2019, in the areas of: Reading from 75% to 85% Writing from 75% to 82% Numeracy from 78% to 84%</p> <p>KIS1B: To increase the percentage of positive responses for the following factors of the PIVOT survey. - This class keeps my attention from 3.7 to 4.0 - This class is focussed on learning from 3.6 to 4.0</p> <p>To decrease the percentage of students with 20 or more days absent from 35% in 2020 to 26% (network 2019).</p> <p>KIS1C: Increase the home/ school education partnerships. - Teacher communications from POS 2020 from 62% to 80% - Parent participation and involvement from POS 2020 from 75% to 85% - Increase staff trust in students and parents from SSS 2020 from 66.7% to 75% - Parent and community involvement from SSS 2020 from 65.1% to 75%</p> |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority |
| Actions | <ul style="list-style-type: none"> - Develop a whole school curriculum and agreed pedagogy for literacy. - Review and update the whole school curriculum and agreed pedagogy for numeracy. - Implement the Tutoring Program for literacy and numeracy catch-up. |
| Outcomes | <ul style="list-style-type: none"> - Leaders and Teachers will participate in professional development and coaching through the SOLAR project with Latrobe University. - Teachers will complete the Sounds Write Practitioners Training. - Students will know how literacy lessons are structured and how this supports their learning. - The Numeracy AIP team will engage in CoP's to strengthen already embedded numeracy practices. |

| | <ul style="list-style-type: none"> - Leaders will create opportunities for staff to participate in numeracy professional development. - Teachers will implement the EPS numeracy teaching model into their everyday teaching practice. - Students will participate in numeracy learning targeted at their individual learning needs. - Teachers will engage in whole school development and inquiry through AIP Literacy, Numeracy and Engagement Teams - Leaders will develop intervention/small group tutoring programs. - Leaders and teachers will identify and support students in need of targeted academic support or intervention. | | | |
|---|--|--|----------------------------------|--|
| Success Indicators | <ul style="list-style-type: none"> -Teaching practices that align with Sounds Write literacy through evidenced through planning documents, and assessment. - Peer observation notes and schedule for literacy and numeracy. - Whole school documentation of Literacy Framework for Sounds Write. - Classroom observations and learning walks demonstrating take up of professional learning strategies. - Data wall indicating student progress - Teacher records and observations of student progress as documented in student Formative Assessment Books (FAB) - Implement agreed systems for the collection and analysis of literacy, numeracy and engagement data through whole school PLC and AIP teams. -Tutoring Program schedule including progress of students within the program. -Tutors: submit fortnightly updates to program coordinator - Regular student reports to parents, classroom teachers and leaders via Compass - PLC inquiry cycle minutes from all units - Teachers formative assessment data and teacher judgment data. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Literacy: External (SOLAR, Sounds Write) professional learning | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$21,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Literacy: - Decodable Text (take home readers): Student - Teacher resources | <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Leader | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

| | | | | |
|---|--|---|----------------------------------|--|
| <p>Numeracy resources: - Mentor Text - Classroom Resources - Teacher Reference books - Allocated time for specialist teachers (implementation) - Professional development numeracy</p> | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| <p>Visiting other schools for CoP's (Peer observations and numeracy)</p> | <input checked="" type="checkbox"/> Leading Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| <p>ES staff member for Literacy Intervention</p> | <input checked="" type="checkbox"/> Education Support | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$51,340.00 <input checked="" type="checkbox"/> Equity funding will be used |
| <p>Tutoring Program -Tutoring resources - Staffing - Classroom resources (furniture)</p> | <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| <p>Literacy Leader Whole school development, learning walks, resourcing</p> | <input checked="" type="checkbox"/> KLA Leader | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$80,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| <p>KIS 2 Health and wellbeing</p> | Happy, active and healthy kids priority | | | |

| | | | | |
|----------------------------------|---|------------------------------|-------------|---------------|
| Actions | <ul style="list-style-type: none"> - Develop a school wide approach to parent, student and staff mental health and wellbeing. - Target 'at risk' families with acute non-attendance. - Refine the whole school approach to Student Voice and Agency at the leadership, teacher and student level. | | | |
| Outcomes | <ul style="list-style-type: none"> - Teachers will plan and teach Rights Resilience Respectful Relationships program for in all classrooms. - All staff will attend Safe Schools professional development. - Students will experience more success in classes, socially and academically. - Specialist teachers will engage with students to focus on high interest activities in line with art, music and PE. - Teachers, leaders and Chaplain will identify students who will receive targeted support with regard to mental health and wellbeing in a timely manner. - Students will feel supported and engaged and contribute to a strong learning culture - Teachers and leaders will integrate social-emotional learning into school practice, policies and programs. - Families of 'at risk' attendance will receive regular communication and support from the school. - Students and families will be connected to allied health and mental health services. - Students and families with acute attendance needs will receive individualised support with regular monitoring and student support group meetings. - Engagement AIP team will develop and document a whole school approach to Student Voice and Agency. | | | |
| Success Indicators | <ul style="list-style-type: none"> - Termly documentation such as feedback from staff that reflects upon the teaching of social and emotional learning (RRRR). - Documentation and planning documents of all extension and wellbeing programs, including Safe Schools. - Collaboration between staff about assessment and feedback of the programs provided, such as RRRR, fitness, art extension, band and sustainability programs. - Teachers using Compass to regularly monitor attendance to provide early contact to support families. Intervention and support from leadership and Chaplain will continue to strengthen these relationships. - Teacher/ student surveys on the effectiveness of programs (PIVOT). - Class engagement data about learning from PIVOT pulse surveys. - Compass attendance data - SSG meeting notes - Compass parent meetings notes re: at risk attendance students - Students engagement in wellbeing programs (feedback, participation, classroom observations) - Student Attitudes to School Survey - Peer Observations - Fitness data from Term 4 2020 to Term 4 2021- growth | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |

| | | | | |
|---|--|---|----------------------------------|---|
| Fitness Program Development of Fitness of program | <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$200.00 <input type="checkbox"/> Equity funding will be used |
| RRRR (Topics 1-4 classroom teachers) developed collaboratively with wellbeing team members- reviewed each term (Topics 5-8) Health specialist -Employment of Health Specialist | <input checked="" type="checkbox"/> KLA Leader | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$45,125.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Sustainability: -Strengthen Green Magpies Student Agency Group sustainabililty student group -ResourceSmart | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,900.00 <input type="checkbox"/> Equity funding will be used |
| Music/ Performing: Senior Band Program (extension) Production- all classes | <input checked="" type="checkbox"/> KLA Leader | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$18,000.00 <input type="checkbox"/> Equity funding will be used |
| Student Wellbeing Chaplaincy Program - Safe School implementation | <input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| AIP Engagement Team (Student Voice and Agency Team) -Visiting other school CoP's - Professional development (Bastow) - CRT costs | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

| | | | | |
|--|---|--|----------------------------------|--|
| | | | | |
| - Utilisation of external agencies to support high absenteeism (Learning Spaces Connect) | <input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Compass migration and purchase- communication and connecting to families | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Dogs Connect - School Dog | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$9,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | |
| Actions | Strengthen and embed the school wide approach to communication with parents, carers's, kin. Develop opportunities for parents and the wider community to engage in school activities and programs. Develop a strategy to increase the engagement of the school community. | | | |
| Outcomes | <ul style="list-style-type: none"> - Staff will strengthen and embed the school wide approach to communication through the creation of agreed policies and training. - Teachers will have strong relationships with students and parents - Students and parents will feel like they belong and are seen. - The wider school community will feel welcome in the school and regularly attend school events. - Teachers, leaders and the Chaplain will have strong relationships with parents of at risk students. - School Leaders and Koorie coordinator will increase awareness and implementation of school based Koorie initiatives. - Teachers will engage in Auslan learning to strengthen the connection to our hard of hearing community. - Training of staff to use Compass platform to increase communication with parents. | | | |

| Success Indicators | <ul style="list-style-type: none"> - Measuring parent engagement through their use of the Compass app eg. logging attendance, utilising email, events permission, payments and a general increase in communication from parents to teachers and teachers to parents. - Students Attitude to School Survey - Parent Opinion Survey - School Staff Survey - Pulse Checks to parents to check in on AIP targets - Documenting Parent Communication via Compass - Record parent attendance and participation of community members in initiatives offered. | | | |
|---|--|--|----------------------------------|--|
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Provide staff with professional development: Framework for Understand Poverty PD (2nd day) | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 2 | \$9,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| 3 Year Koorie Plan developed and implemented -NAIDOC/ Reconciliation Week -Mentor Texts | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Compass Program PD | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| SWPBP's Ongoing refelection and PD | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

| | | | | |
|---|---|---|--|---|
| <p>Auslan</p> <ul style="list-style-type: none"> - DeafHub (visiting teachers) - All staff attending Auslan lesson with students - community classes | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP <p>Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$4,256.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used |
|---|---|---|--|---|

Equity Funding Planner

Equity Spending Totals

| Category | Total proposed budget (\$) | Spend (\$) |
|--|----------------------------|---------------------|
| Equity funding associated with Activities and Milestones | \$334,721.00 | \$323,221.00 |
| Additional Equity funding | \$2,300.00 | \$2,300.00 |
| Grand Total | \$337,021.00 | \$325,521.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|--|----------------------------------|---|----------------------------|-------------------|
| Literacy: External (SOLAR, Sounds Write) professional learning | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services | \$21,000.00 | \$21,000.00 |
| Literacy: - Decodable Text (take home readers): Student - Teacher resources | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$25,000.00 | \$25,000.00 |
| Numeracy resources: - Mentor Text - Classroom Resources - Teacher Reference books - Allocated time for specialist teachers (implementation) - Professional development numeracy | 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) | \$10,000.00 | \$8,500.00 |

| | | | | |
|--|----------------------------------|---|-------------|-------------|
| ES staff member for Literacy Intervention | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$51,340.00 | \$51,340.00 |
| Tutoring Program -Tutoring resources - Staffing - Classroom resources (furniture) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets | \$10,000.00 | \$10,000.00 |
| Literacy Leader Whole school development, learning walks, resourcing | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$80,000.00 | \$80,000.00 |
| RRRR (Topics 1-4 classroom teachers) developed collaboratively with wellbeing team members- reviewed each term (Topics 5-8) Health specialist -Employment of Health Specialist | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$45,125.00 | \$45,125.00 |
| Student Wellbeing Chaplaincy Program - Safe School implementation | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) | \$40,000.00 | \$30,000.00 |
| AIP Engagement Team (Student Voice and Agency Team) -Visiting other school CoP's - Professional development (Bastow) - CRT costs | 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) <input checked="" type="checkbox"/> CRT | \$10,000.00 | \$10,000.00 |
| Compass migration and purchase- communication and connecting to families | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Assets | \$10,000.00 | \$10,000.00 |

| | | | | |
|---|----------------------------------|--|--------------|--------------|
| Dogs Connect - School Dog | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services | \$9,000.00 | \$9,000.00 |
| Provide staff with professional development: Framework for Understand Poverty PD (2nd day) | from: Term 2 to: Term 2 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) | \$9,000.00 | \$9,000.00 |
| Compass Program PD | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$10,000.00 | \$10,000.00 |
| Auslan - DeafHub (visiting teachers) - All staff attending Auslan lesson with students - community classes | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$4,256.00 | \$4,256.00 |
| Totals | | | \$334,721.00 | \$323,221.00 |

Additional Equity spend

| Outline here any additional Equity spend for 2021 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|--|----------------------------------|---|----------------------------|-------------------|
| Development of extension arts program for the ongoing development of students in preparation for secondary school Visual Arts. There will be focus Student agency where students will be heavily involved in the planning of their learning, as well as their student voice along the way to develop and reflect. They will also have access to CWS/RAV project with Kerry Punton. | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Other Access to CWS/RAV project with Kerry Punton. | \$2,300.00 | \$2,300.00 |
| Totals | | | \$2,300.00 | \$2,300.00 |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|---|----------------------------------|---|---|---|---|
| Literacy: External (SOLAR, Sounds Write) professional learning | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning | <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Sounds Write SOLAR | <input checked="" type="checkbox"/> On-site |
| Literacy: - Decodable Text (take home readers): Student - Teacher resources | <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Leader | 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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders | <input checked="" type="checkbox"/> On-site |
| Numeracy resources: - Mentor Text - Classroom Resources - Teacher Reference books - Allocated time for specialist teachers (implementation) - Professional development numeracy | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader | 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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |
| ES staff member for Literacy Intervention | <input checked="" type="checkbox"/> Education Support | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|---|--|----------------------------------|---|--|---|---|
| Literacy Leader Whole school development, learning walks, resourcing | <input checked="" type="checkbox"/> KLA Leader | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants SOLAR Sounds Write <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 |
| Sustainability: -Strengthen Green Magpies Student Agency Group sustainability student group -ResourceSmart | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Student Wellbeing Chaplaincy Program - Safe School implementation | <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"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| AIP Engagement Team (Student Voice and Agency Team) -Visiting other school CoP's - Professional development | <input checked="" type="checkbox"/> Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice | <input checked="" type="checkbox"/> Teaching partners | <input checked="" type="checkbox"/> Off-site Like schools |

| | | | | | | |
|---|---|----------------------------|--|---|--|---|
| (Bastow) - CRT costs | <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team | | | | | |
| - Utilisation of external agencies to support high absenteeism (Learning Spaces Connect) | <input checked="" type="checkbox"/> Wellbeing Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences | <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Regional Staff SSSO | <input checked="" type="checkbox"/> On-site |
| Compass migration and purchase- communication and connecting to families | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Compass | <input checked="" type="checkbox"/> On-site |
| Provide staff with professional development: Framework for Understand Poverty PD (2nd day) | <input checked="" type="checkbox"/> All Staff | from: Term 2 to: Term 2 | <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Whole School Pupil Free Day | <input checked="" type="checkbox"/> External consultants Framework for Understanding Poverty consultant | <input checked="" type="checkbox"/> On-site |
| 3 Year Koorie Plan developed and implemented -NAIDOC/ Reconciliation Week -Mentor Texts | <input checked="" type="checkbox"/> All Staff | 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"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|--|---|----------------------------------|---|--|--|---|
| Compass Program PD | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Compass consultant | <input checked="" type="checkbox"/> On-site |
| SWPBP's Ongoing reflection and PD | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBP's | <input checked="" type="checkbox"/> On-site |
| Auslan - DeafHub (visiting teachers) - All staff attending Auslan lesson with students - community classes | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |