

# 2021 Annual Implementation Plan

## for improving student outcomes

Movelle Primary School (5139)



Submitted for review by Karen Wood (School Principal) on 30 November, 2020 at 01:04 PM  
Endorsed by Anne Fox (Senior Education Improvement Leader) on 14 December, 2020 at 11:35 AM  
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
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Evolving
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards 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	Evolving moving towards Embedding
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving

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

<b>Enter your reflective comments</b>	<p>2020 was a year of unprecedented change that required constant adaptability and flexibility. We found through our reflection that our intended plans to implement certain projects and initiatives particularly around Building Practice Excellence was disrupted despite our best efforts during remote learning.</p> <p>As a Leadership team we feel we have made significant improvements in this area. We have a collective responsibility for achieving our school goals and clear direction with our school's vision, values and culture. We are building shared leadership within our school by building teacher knowledge and capacity in key areas of the school as well as their leadership abilities in instructional coaching.</p> <p>During the remote learning period, we were still able to do some work around developing a positive climate for learning, in terms of our SWPBS and RRRR frameworks which then continued on return to face-to-face teaching. While not all activities were conducted we were still able to progressing throughout the year.</p> <p>We feel that during remote learning we were able to engage the community despite the fact that the students were not on-</p>
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	<p>site. We incorporated the use of our social media outlets, Google Sites and Compass to run competitions, post videos and messages of support and student achievement.</p>
<p><b>Considerations for 2021</b></p>	<p>In 2021 we would like to place a strong focus on community engagement in learning building on from the remote learning period of 2020. We would like to continue strengthen existing community partnerships such as The Fathering Project, Alana and Madeline foundation, dynamic citizen program and community groups that use our facilities if permitted.</p> <p>Intense work around practice excellence to be a strong focus in 2021, especially around embedding the instructional model, GVC and teaching strategies consistently and effectively across the school. Limited PL for staff in 2020 this will be a major component of meetings and PLC to be targeted.</p> <p>SWPBS and RRRR will to continue at a high level in order to achieve silver accreditation status and the continued development of staff to ensure shared leadership is evident. Leadership will continue to support DET training lead schools in RRRR and the development of other school in how we have merged the 2 programs</p>
<p><b>Documents that support this plan</b></p>	<p>DET Priorities Rationale.pdf (0.51 MB)</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>	To improve student learning outcomes in Literacy, reading and writing
<b>Target 2.1</b>	By 2022, increase the percentage of students working above the expected level in teacher judgements in English against the Victorian Curriculum to 25%.
<b>Target 2.2</b>	By 2022, Increase the percentage of students showing high relative growth in Year 5 NAPLAN Reading from 22.7% in 2018 to more than 32% in 2022.  Decrease the percentage of students showing low relative growth in Year 5 NAPLAN Reading from 36.4% in 2018 to less than 15% in 2022.
<b>Target 2.3</b>	By 2022, increase by the percentage of students in the top two bands of  Year 3 NAPLAN Reading from 32% to 40% -

	<p>Year 3 NAPLAN Writing from 32% to 40%</p> <p>Year 5 NAPLAN Reading from 12% to 30%</p> <p>Year 5 NAPLAN Writing from 4% to 15%</p>
<p><b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment</p>	Develop and embed a guaranteed and viable curriculum in English underpinned by the Victorian Curriculum.
<p><b>Key Improvement Strategy 2.b</b> Building practice excellence</p>	Build teacher capacity in data literacy in order to differentiate teaching and learning and instructional practice
<p><b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies</p>	Develop staff and student capacity to make learning highly visible, explicit and purposeful, by using evidence-based teaching practices.
<p><b>Key Improvement Strategy 2.d</b> Curriculum planning and assessment</p>	Implement an Instructional Model which makes learning visible and is underpinned by the HITS.
<p><b>Goal 3</b></p>	To improve student learning outcomes in Mathematics
<p><b>Target 3.1</b></p>	By 2022, increase the percentage of students working above the expected level in teacher judgements in Mathematics against the Victorian Curriculum by 25%.
<p><b>Target 3.2</b></p>	By 2022, increase the percentage of students showing high relative growth Year 5 NAPLAN mathematics from 24% in 2018 to 35% in 2022.

<b>Target 3.3</b>	By 2022, increase the percentage of students in the top two bands for Year 3 NAPLAN mathematics from 16% in 2018 to 40% in 2022. Year 5 NAPLAN mathematics from 24% in 2018 to 35% in 2022.
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Develop and embed a guaranteed and viable curriculum in Mathematics underpinned by the Victorian Curriculum.
<b>Key Improvement Strategy 3.b</b> Evaluating impact on learning	Build teacher capacity in data literacy in order to differentiate teaching and learning and instructional practice
<b>Key Improvement Strategy 3.c</b> Evidence-based high-impact teaching strategies	Develop staff and student capacity to make learning highly visible, explicit and purposeful, by using evidence-based teaching practices.
<b>Key Improvement Strategy 3.d</b> Curriculum planning and assessment	Implement an Instructional Model which makes learning visible and is underpinned by the HITS.
<b>Goal 4</b>	To improve student levels of engagement in their learning.
<b>Target 4.1</b>	By 2022, increase the positive response rate on the Student Attitudes to School Survey for: <ul style="list-style-type: none"> <li>• Student agency and voice to increase from 60% in 2018 to be at or above 85%.</li> <li>• Mean of all 'Learner Characteristics and Dispositions' elements to increase from 86% in 2018 to be at or above 90%.</li> </ul>
<b>Target 4.2</b>	By 2022, increase the positive response rate on the Parent Opinion Survey for: <ul style="list-style-type: none"> <li>• Student agency and voice to increase to 85%.</li> </ul>

<b>Target 4.3</b>	<p>By 2022, the student absence averages will have decreased, as outlined below:</p> <ul style="list-style-type: none"> <li>• To reduce the absence days from full time enrolment P-6 absences to 13 days.</li> </ul>
<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	Implement a whole school student program to enhance student voice, build student responsibility and increase connectedness to school.
<b>Key Improvement Strategy 4.b</b> Intellectual engagement and self-awareness	Develop a whole school approach to student goal setting and tracking.
<b>Key Improvement Strategy 4.c</b> Setting expectations and promoting inclusion	Promote positive school attendance.
<b>Goal 5</b>	To develop school and community understanding of its core values and purpose.
<b>Target 5.1</b>	<p>By 2022, increase the positive response rate on the Student Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• 'High expectations for success' to be consistently above 90%.</li> </ul>
<b>Target 5.2</b>	<p>By 2022, increase the positive response rate on the Staff Opinion Survey for:</p> <ul style="list-style-type: none"> <li>• Collective Efficacy in the Teaching and Learning module to be at 80%.</li> </ul>



<b>Target 5.3</b>	<p>By 2022, increase the positive response rate on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>• 'School Pride and Confidence' to be above 85%.</li> <li>• 'General Satisfaction' to be above 90%.</li> </ul>
<b>Key Improvement Strategy 5.a</b> Vision, values and culture	Develop a consistent whole school culture focusing on core school values which staff, students and parents can articulate.
<b>Key Improvement Strategy 5.b</b> Setting expectations and promoting inclusion	Promote and develop a culture of high expectations throughout the school.
<b>Key Improvement Strategy 5.c</b> Building practice excellence	To build collective efficacy through collaborative participation in a Community of Practice.

## 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><b>LEARNING, CATCH-UP AND CATCH-UP LEARNING PRIORITY</b></p> <ul style="list-style-type: none"> <li>- Increase the percentage of students working above the expected level in teacher judgments in Reading to 23% and Writing to 17%.</li> <li>- Sustain the percentage of students showing above benchmark growth in Year 5 Reading (55%) and Writing (50%) for NAPLAN.</li> <li>- Decrease the percentage of students showing low relative growth in Year 5 NAPLAN Reading to less than 15%.</li> <li>- Increase the percentage in the top two bands of:               <ul style="list-style-type: none"> <li>- Year 3 NAPLAN Reading to 40%</li> <li>- Year 5 NAPLAN Reading to 20%</li> </ul> </li> <li>- The number of students at and above the expected F&amp;P Benchmark level for Years Prep, 2, 4 and 6 to be at and above 70%.</li> </ul> <p><b>HAPPY, ACTIVE AND HEALTHY KIDS PRIORITY</b></p> <ul style="list-style-type: none"> <li>- Increase the positive response rate on the ATSS for Student Agency to be at or above 80% Learner Characteristics and</li> </ul>

			<p>Dispositions to be at or above 90%.</p> <ul style="list-style-type: none"> <li>- Maintain the positive response rate on the POS for Student agency to 95%</li> <li>- Reduce the student absences to 13 days.</li> <li>- Maintain the 'high expectations for success' response rate in the ATSS, to remain consistently above 95%.</li> <li>- Maintain the increased positive response rate in the SOS for the Collective Efficacy in the Teaching and learning module to 70%.</li> </ul> <p>CONNECTED SCHOOL PRIORITY</p> <ul style="list-style-type: none"> <li>-Maintain the positive response rate in the POS for 'School Pride and Confidence' to be above 95% and 'General Satisfaction' to be above 90%.</li> </ul>
To improve student learning outcomes in Literacy, reading and writing	No	By 2022, increase the percentage of students working above the expected level in teacher judgements in English against the Victorian Curriculum to 25%.	
		<p>By 2022, Increase the percentage of students showing high relative growth in Year 5 NAPLAN Reading from 22.7% in 2018 to more than 32% in 2022.</p> <p>Decrease the percentage of students showing low relative growth in Year 5 NAPLAN Reading from 36.4% in 2018 to less than 15% in 2022.</p>	
		By 2022, increase by the percentage of students in the top two bands of Year 3 NAPLAN Reading from 32% to 40% -	

		<p>Year 3 NAPLAN Writing from 32% to 40%</p> <p>Year 5 NAPLAN Reading from 12% to 30%</p> <p>Year 5 NAPLAN Writing from 4% to 15%</p>	
To improve student learning outcomes in Mathematics	No	By 2022, increase the percentage of students working above the expected level in teacher judgements in Mathematics against the Victorian Curriculum by 25%.	
		By 2022, increase the percentage of students showing high relative growth Year 5 NAPLAN mathematics from 24% in 2018 to 35% in 2022.	
		By 2022, increase the percentage of students in the top two bands for Year 3 NAPLAN mathematics from 16% in 2018 to 40% in 2022. Year 5 NAPLAN mathematics from 24% in 2018 to 35% in 2022.	
To improve student levels of engagement in their learning.	No	<p>By 2022, increase the positive response rate on the Student Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• Student agency and voice to increase from 60% in 2018 to be at or above 85%.</li> <li>• Mean of all 'Learner Characteristics and Dispositions' elements to increase from 86% in 2018 to be at or above 90%.</li> </ul>	

		<p>By 2022, increase the positive response rate on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>• Student agency and voice to increase to 85%.</li> </ul>	
		<p>By 2022, the student absence averages will have decreased, as outlined below:</p> <ul style="list-style-type: none"> <li>• To reduce the absence days from full time enrolment P-6 absences to 13 days.</li> </ul>	
To develop school and community understanding of its core values and purpose.	No	<p>By 2022, increase the positive response rate on the Student Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• 'High expectations for success' to be consistently above 90%.</li> </ul>	
		<p>By 2022, increase the positive response rate on the Staff Opinion Survey for:</p> <ul style="list-style-type: none"> <li>• Collective Efficacy in the Teaching and Learning module to be at 80%.</li> </ul>	
		<p>By 2022, increase the positive response rate on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>• 'School Pride and Confidence' to be above 85%.</li> </ul>	

		<ul style="list-style-type: none"> <li>• 'General Satisfaction' to be above 90%.</li> </ul>	
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Goal 1	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	<p><b>LEARNING, CATCH-UP AND CATCH-UP LEARNING PRIORITY</b></p> <ul style="list-style-type: none"> <li>- Increase the percentage of students working above the expected level in teacher judgments in Reading to 23% and Writing to 17%.</li> <li>- Sustain the percentage of students showing above benchmark growth in Year 5 Reading (55%) and Writing (50%) for NAPLAN.</li> <li>- Decrease the percentage of students showing low relative growth in Year 5 NAPLAN Reading to less than 15%.</li> <li>- Increase the percentage in the top two bands of:               <ul style="list-style-type: none"> <li>- Year 3 NAPLAN Reading to 40%</li> <li>- Year 5 NAPLAN Reading to 20%</li> </ul> </li> <li>- The number of students at and above the expected F&amp;P Benchmark level for Years Prep, 2, 4 and 6 to be at and above 70%.</li> </ul> <p><b>HAPPY, ACTIVE AND HEALTHY KIDS PRIORITY</b></p> <ul style="list-style-type: none"> <li>- Increase the positive response rate on the ATSS for Student Agency to be at or above 80% Learner Characteristics and Dispositions to be at or above 90%.</li> <li>- Maintain the positive response rate on the POS for Student agency to 95%</li> <li>- Reduce the student absences to 13 days.</li> <li>- Maintain the 'high expectations for success' response rate in the ATSS, to remain consistently above 95%.</li> <li>- Maintain the increased positive response rate in the SOS for the Collective Efficacy in the Teaching and learning module to 70%.</li> </ul> <p><b>CONNECTED SCHOOL PRIORITY</b></p> <ul style="list-style-type: none"> <li>-Maintain the positive response rate in the POS for 'School Pride and Confidence' to be above 95% and 'General Satisfaction' to be above 90%.</li> </ul>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b>	Learning, catch-up and extension priority	Yes

Curriculum planning and assessment		
<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 refer to our attached document on the Review Evaluation Summary tab to view our outlined rationale for each of the priorities which are also still aligned to our SSP and our original 2021 AIP goals.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p><b>LEARNING, CATCH-UP AND CATCH-UP LEARNING PRIORITY</b></p> <ul style="list-style-type: none"> <li>- Increase the percentage of students working above the expected level in teacher judgments in Reading to 23% and Writing to 17%.</li> <li>- Sustain the percentage of students showing above benchmark growth in Year 5 Reading (55%) and Writing (50%) for NAPLAN.</li> <li>- Decrease the percentage of students showing low relative growth in Year 5 NAPLAN Reading to less than 15%.</li> <li>- Increase the percentage in the top two bands of:             <ul style="list-style-type: none"> <li>- Year 3 NAPLAN Reading to 40%</li> <li>- Year 5 NAPLAN Reading to 20%</li> </ul> </li> <li>- The number of students at and above the expected F&amp;P Benchmark level for Years Prep, 2, 4 and 6 to be at and above 70%.</li> </ul> <p><b>HAPPY, ACTIVE AND HEALTHY KIDS PRIORITY</b></p> <ul style="list-style-type: none"> <li>- Increase the positive response rate on the ATSS for Student Agency to be at or above 80% Learner Characteristics and Dispositions to be at or above 90%.</li> <li>- Maintain the positive response rate on the POS for Student agency to 95%</li> <li>- Reduce the student absences to 13 days.</li> <li>- Maintain the 'high expectations for success' response rate in the ATSS, to remain consistently above 95%.</li> <li>- Maintain the increased positive response rate in the SOS for the Collective Efficacy in the Teaching and learning module to 70%.</li> </ul> <p><b>CONNECTED SCHOOL PRIORITY</b></p> <ul style="list-style-type: none"> <li>-Maintain the positive response rate in the POS for 'School Pride and Confidence' to be above 95% and 'General Satisfaction' to be above 90%.</li> </ul>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<p>This year, Movelle PS has chosen the following Actions in order to deepen consistency of practice at a WHOLE SCHOOL level:</p> <ul style="list-style-type: none"> <li>- Professional development will be targeted at our core curriculum priority area of writing (implementing the Writer's Workshop), further strengthening our Guaranteed and Viable Curriculum (GVC) (particularly in the area of Writing), and further embedding our Movelle Instructional Model (MIM) across the school in classrooms and curriculum planning documents.</li> <li>- The introduction in 2021 of tutors will see a targeted approach to 'catch up' identified students through the use of Levelled Literacy Intervention (LLI), for reading, aligned instruction for writing and mathematics.</li> <li>- Class sizes have been kept low in 2021 through extensive workforce planning and budgeting to ensure students have the most</li> </ul>



	<p>targeted and individualised instruction.</p> <ul style="list-style-type: none"> <li>- Maintain and strengthen PLC structures within the school to support teacher collaboration and reflection of strengthen teaching practice.</li> </ul> <p>This year, Movelle PS has chosen the following Actions in order to deepen consistency of practice at a CLASSROOM/YEAR level:</p> <ul style="list-style-type: none"> <li>- Prioritise writing and ensure efforts to support students' learning are taught and revisited across wider curriculum subjects</li> <li>- Use PLCs for staff to collaboratively plan units of work with a focus on differentiation, particularly in writing.</li> <li>- Continue to support staff to analyse cohort data and embedding the use of data walls for reading and particularly writing to inform targeted planning.</li> <li>- Support staff to develop the rigor of the Writing GVC and the implementation of MIM.</li> </ul> <p>This year, Movelle PS has chosen the following Actions in order to deepen consistency of practice at an INDIVIDUAL level:</p> <ul style="list-style-type: none"> <li>- Work with ES Staff and teachers to assess learning and develop and monitor IEP Goals.</li> <li>- Continue with Peer Observations and Instructional Coaching for MIM, LLI, Writer's Workshop and tutoring.</li> </ul>
<p><b>Outcomes</b></p>	<p>The school expects to see the following Outcomes at a WHOLE SCHOOL level:</p> <ul style="list-style-type: none"> <li>- Leaders and Teachers will have a comprehensive knowledge and understanding of how to develop and use a GVC.</li> <li>- Teachers will consistently and explicitly implement the school's instructional model MIM.</li> <li>- Teachers and support staff will have a consistent understanding of core-curriculum priority areas.</li> <li>- Teachers will demonstrate a collective understanding of the school-wide Writer's Workshop approach.</li> </ul> <p>The school expects to see the following Outcomes at a CLASSROOM/YEAR level:</p> <ul style="list-style-type: none"> <li>- Leaders will provide ongoing support PLCs to engage in reflective practice, evaluate and plan curriculum, assessments, lessons.</li> <li>- Leaders will regular monitor teaching and learning practices to ensure school-wide approaches are implemented at classroom levels.</li> <li>- Teachers will develop capacity to use the GVC to develop assessments and inform planning.</li> <li>- Teachers will provide regular feedback and monitor student progress on data walls.</li> </ul> <p>The school expects to see the following Outcomes at an INDIVIDUAL level:</p> <ul style="list-style-type: none"> <li>- Leaders will use multiple sources of evidence to track peer coaching/MIM implementation including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills.</li> <li>- Teachers will confidently and accurately identify the learning needs of their students.</li> <li>- Teachers will understand the elements of the MIM and use it to regularly plan and deliver differentiated lessons.</li> <li>- Teachers will provide students with the opportunity to work at their level using differentiated resources.</li> <li>- Students will be able to identify the structure of the lessons.</li> <li>- Students in need of targeted academic support or intervention will be identified and supported through tutoring and other intervention/extension programs/groups.</li> </ul>

<b>Success Indicators</b>	<p>Movelle PS will use the following to measure success at a <b>WHOLE SCHOOL</b> level:</p> <ul style="list-style-type: none"> <li>- Teachers' formative assessment data and teacher judgement data.</li> <li>- Teacher records and observations of student progress.</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> <li>- PLT and PLC schedule is reflective of school priorities and responsive to staff and student needs.</li> <li>- Record of professional learning delivered as shown on the Movelle meeting calendar and certificates for staff upon completion</li> </ul> <p>Movelle PS will use the following to measure success at a <b>CLASSROOM/YEAR</b> level:</p> <ul style="list-style-type: none"> <li>- A documented assessment schedule and evidence of teachers inputting data and moderating assessments.</li> <li>- Planning documents that include all aspects of the MIM, GVC and HITS.</li> <li>- Data walls indicating clear student progress.</li> <li>- PLC minutes are kept and show a focus on learning.</li> <li>- Planning Process Cycle utilised by teams regularly.</li> </ul> <p>Movelle PS will use the following to measure success at an <b>INDIVIDUAL</b> level:</p> <ul style="list-style-type: none"> <li>- Leaders will have notes from leadership team meetings reflecting progress; lesson plans and observation notes; notes from peer coaching; notes from learning walks.</li> <li>- Teachers will have lesson plans; notes from peer coaching observations.</li> <li>- Students will have leader notes from conversations with students during learning walks.</li> <li>- Assessment data and student surveys from intervention groups.</li> <li>- Appointment and staffing of intervention programs.</li> <li>- Student learning goals are visible and articulated in reading.</li> <li>- Record and video student interviews about their learning to share across educational sectors.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Engage with a consultant to facilitate and build staff capacity to develop, embed and monitor a guaranteed and viable curriculum and highly effective writing practices.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Staff aligned Professional Practice Days to improve their knowledge of student learning, curriculum and assessment.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$30,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Ensure time is allocated in the meeting calendar throughout the year to focus on building and embedding the GVC in writing. Allow staff to be released for PL	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Build up non-fiction resources in all classroom libraries and ongoing maintenance of materials to be monitored. Build up writing resources and teacher PL literature and refit library furniture and fittings. PL Staff in the use of new equipment and employ additional staff to facilitate a love of library program through catch up	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Engage staff to support P-6 staff with Catch up funding by providing LLI support and intervention across P-6	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$88,000.00  <input type="checkbox"/> Equity funding will be used
Develop a planning/data room for all staff to utilise when analysing and reviewing data.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional Development, as a LLI/F&P Leadership team to build teaching capacity in F&P Shared Reading, facilitated by learning specialist.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$25,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Purchase the Fountas & Pinnell classroom reading resource and 4 F&P testing kits	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$18,000.00

			to: Term 1	<input checked="" type="checkbox"/> Equity funding will be used
Coaching - release for staff to be coached by Assistant Principal and Leading Teacher	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Development of classroom resources to support the MIM -posters -bookmarks -staff journal	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Process Cycle for peer observations to be developed and introduced to all staff. Time allocated release for learning walks and to receive feedback in a timely manner. Curriculum documentation and a peer observation and feedback protocols to be developed and implement across the school	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<p>WHOLE SCHOOL LEVEL</p> <ul style="list-style-type: none"> <li>- Strengthening and consolidating the RRRR &amp; SWPBS implementation</li> <li>- Professional development will move into understanding trauma informed practices</li> <li>- Professional development in understanding behaviours and responses</li> <li>- Maintaining established and continue to embed whole school routines to increase connectedness</li> <li>- Whole school focus on SEL collaborative learning practices will strengthen these implementations</li> </ul> <p>CLASSROOM LEVEL</p> <ul style="list-style-type: none"> <li>- Build staff capacity by strengthen RRRR program and reintroduce VCAA assessment to understand the link with personal and social capabilities</li> <li>- SWPBS data reflection will occur every fortnight, enabling classroom teachers to address connectedness, target disengaged students, address tier 3 - Students and address expected behaviours in the classroom and strengthen in-class relationships through</li> </ul>			

	<p>collaborative learning.</p> <ul style="list-style-type: none"> <li>- Fortnightly, case conferencing and understanding functions of behaviours with tier 3 students, will continue to build staff capacity and build relationships with students</li> <li>- Build staff capacity to collect, analyse, monitor and respond to student engagement data, using PBIS Rewards, will strengthen the SWPBS</li> <li>- Conduct regular check-ins/conferencing with students at the classroom level using the Zones of Regulation &amp; SWPBS Tier approach.</li> </ul> <p><b>INDIVIDUAL LEVEL</b></p> <ul style="list-style-type: none"> <li>- Leaders will continue to provide PLT guidance in the SWBPS &amp; RRRR</li> <li>- Teachers will continue to conduct daily check-ins with students using the Zones of Regulation and ensure that all students are aware that the teacher cares about them</li> <li>- Student Voice and Agency will be introduced (RRRR) enabling student voice in the classrooms and in RRRR Student forums</li> <li>- Students will become leaders in the SWPBS Rewards Program. i.e. Operating SWPBS Shop with Assistant Principal, Gather rewards for data collection</li> <li>- Target counselling for individual students with acute needs</li> <li>- Build relationships and engage with families of at-risk students</li> </ul>
<p><b>Outcomes</b></p>	<p><b>WHOLE SCHOOL LEVEL</b></p> <ul style="list-style-type: none"> <li>- Leaders will strengthen engagement with regional and external support agencies</li> <li>- Teachers will incorporate trauma informed practices in classes and in planning units of work</li> <li>- Teachers will model and are consistent in agreed routines through implementation of the school's Matrix of Expected Behaviours</li> <li>- Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing</li> <li>- Teachers and leaders will integrate RRRR &amp; SWPBS into school practice, policies and programs.</li> </ul> <p><b>CLASSROOM LEVEL</b></p> <ul style="list-style-type: none"> <li>- Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use.</li> <li>- Classrooms will continue to implement a whole school wellbeing program (SWPBS, RRRR).</li> <li>- Students will feel supported and engaged in home groups 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 peer.</li> </ul> <p><b>INDIVIDUAL LEVEL</b></p> <ul style="list-style-type: none"> <li>- Leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing using SWPBS Tiered 2 &amp; 3 approach</li> <li>- Students with acute needs will receive individualised support with regular monitoring, case conferencing and student support group meetings (with parents) where appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>- Student leaders (RRRR &amp; SWPBS) will experience success with communities of practice</li> <li>- Students will experience more success in classes</li> <li>- Students and families will be connected to allied health and mental health service</li> <li>- Families of at-risk students will receive regular communication and support from the school</li> <li>- Data will be used to identify students in need of targeted support (PBIS Rewards)</li> </ul>			
<b>Success Indicators</b>	<p><b>WHOLE SCHOOL LEVEL</b></p> <ul style="list-style-type: none"> <li>- Observations of changes to classroom practices in agreed practices, i.e. morning circle, RRRR, SWPBS, mindfulness</li> <li>- Documentation of frameworks, policies or programs</li> <li>- Internal and external professional learning attendance and shared readings for staff are documented</li> <li>- Curriculum documentation reflecting social and emotional learning</li> </ul> <p><b>CLASSROOM LEVEL</b></p> <ul style="list-style-type: none"> <li>- Students engagement in wellbeing programs (feedback, participation, classroom observations).</li> <li>- Samples of student work (RRRR &amp; SWPBS)</li> <li>- Documentation of resources for wellbeing framework and programs</li> <li>- Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns (PBIS Rewards)</li> <li>- Teacher surveys on effectiveness of programs, referral process (TFI, SAS &amp; RRRR)</li> <li>- Teacher reports of student wellbeing concerns</li> </ul> <p><b>INDIVIDUAL LEVEL</b></p> <ul style="list-style-type: none"> <li>- Data used to identify students in need of targeted support (Tier 2 &amp; 3)</li> <li>- Data of counselling services accessed by students and families</li> <li>- Student pre and post support surveys developed and implemented (RRRR &amp; SWPBS)</li> <li>- Documentation of strategies students will use in classes and at school (Emotional Learning Plan)</li> <li>- Student engagement and assessment data (ATSS)</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Whole School Professional Development in Teaching Expected Behaviours and understanding trauma informed practices.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Fortnightly Team meeting (SWPBS/RRRR)	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Whole School Professional Development Minor and Major Behaviours and development of flowchart	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Purchase licence for the PBIS rewards	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Purchase an iPad for each every classroom across P-6 to implement the PBIS classroom rewards program	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Engage with external providers and DET RRRR leaders to Provide PL to lead schools and coordinate a school wide program form P-6	<input checked="" type="checkbox"/> School Improvement 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
Junior leadership program Dynamic Young Citizens.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Vietnamese Cultural liaison officer	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop an inclusive play space for all students to develop SEL and play based therapy	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	<p><b>WHOLE SCHOOL LEVEL</b></p> <ul style="list-style-type: none"> <li>- Continue to use termly, Tiered Fidelity Inventory &amp; Self-Assessment Survey to maintain focus</li> <li>- Parent involvement in our core values and building a connected and positive culture and climate</li> <li>- Parents will be introduced to the PBIS Rewards App, which will strengthen their knowledge and understanding of school values and promote school connectedness</li> <li>- Strengthen engagement in regional and network communities of practice</li> <li>- Parents will have a representative place on the SWPBS Team</li> <li>- Strengthen and adapt the school-wide approach with the introduction of the Teacher Reward Platform using our four values to strengthen teacher connectedness</li> <li>- Strengthen and embed the school-wide approach to communication with parents / carers, incorporating the new ways in which schools connected during remote and flexible learning</li> </ul> <p><b>CLASSROOM LEVEL</b></p> <ul style="list-style-type: none"> <li>- Teachers will continue to use elements of the PBIS Rewards</li> <li>- Continue to building teacher and student relationships, using SWPBS &amp; RRRR as the vehicle</li> <li>- Teachers will continue to use Whole School Matrix, which focus on our school values to plan and develop behaviour expectation lessons which will enable a consistent approach</li> <li>- Behaviour Framework will be used, in combination with PBIS Rewards will build staff capacity in monitoring and responding to wellbeing concerns.</li> <li>- Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build a deeper understanding on connectedness and inclusion</li> </ul>			



	<p><b>INDIVIDUAL LEVEL</b></p> <ul style="list-style-type: none"> <li>- SWPBS/RRRR team to continue to work with teachers to strengthen the SWPBS Framework, enabling students to articulate school values and demonstrating expected behaviours, whilst experiencing success using the rewards system</li> <li>- Encourage regular communication with parents/ carers celebrating student successes</li> <li>- Ensure students requiring specific intentions are engaged with external agencies and supports</li> <li>- Plan for increasing the engagement of all community stakeholders</li> </ul>
<p><b>Outcomes</b></p>	<p><b>WHOLE SCHOOL LEVEL</b></p> <ul style="list-style-type: none"> <li>- Leaders will prioritise time for staff to communicate and build relationships with parents/carers</li> <li>- Staff will have strong relationships with students and parents/carers</li> <li>- Students and parents/carers 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> </ul> <p><b>CLASSROOM LEVEL</b></p> <ul style="list-style-type: none"> <li>- Staff will be confident in implementing PBIS Rewards.</li> <li>- Staff will have strong relationships with students and parents/carers.</li> <li>- Students will feel connected to their school and have positive attitudes to attendance.</li> <li>- Students will have understanding of SWPBS Behaviour Expectations</li> </ul> <p><b>INDIVIDUAL LEVEL</b></p> <ul style="list-style-type: none"> <li>- Leaders will have strong relationships with staff to enable collaboration and staff connectedness</li> <li>- Staff will have strong relationships with parents/carers</li> <li>- Teachers can regularly connect with the parents/carers of all students</li> <li>- Students will be connected to the SWPBS and RRRR resources and learning opportunities</li> <li>- Parents/Carers will feel connected to student learning and Movelle community</li> </ul>
<p><b>Success Indicators</b></p>	<p><b>WHOLE SCHOOL LEVEL</b></p> <ul style="list-style-type: none"> <li>- Observations will demonstrate the use of PBIS Rewards in the office/classroom/external areas of the school.</li> <li>- Documentation of Wellbeing Policy</li> <li>- Whole School Surveys (SSS, AToSS, TFI, SAS)</li> <li>- PLC and PLT documented SWPBS/ PBIS &amp; RRRR professional learning and implementation</li> </ul> <p><b>CLASSROOM LEVEL</b></p> <ul style="list-style-type: none"> <li>- Positive student survey data (internal surveys, PBIS Data, AToSS)</li> <li>- Increase attendance</li> <li>- PLT check-ins and teachers' perceptions of student interest and confidence in RRRR &amp; SWPBS.</li> </ul>

	<b>INDIVIDUAL LEVEL</b> - Number of referrals, documented outcomes of student referral meetings placed onto PBIS Rewards. - SSG communications with parents and carers. - Student perception and survey data - Parent and carers surveys and interviews - Frequency of communication with parents and carers			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Whole School Launch of PBIS Movelle Rewards Shop Community evening	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Support from external trauma branch RCH and BCTC	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Partnership with Alannah and Madeline foundation	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Promotion of school values and SWPBS to all stakeholders	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Tiered Fidelity Inventory & Self-Assessment Survey	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3	\$2,000.00

			to: Term 3	<input checked="" type="checkbox"/> Equity funding will be used
Hands on learning program across 3-6	<input checked="" type="checkbox"/> School Improvement Team <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

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$507,500.00	\$488,500.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$507,500.00</b>	<b>\$488,500.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Engage with a consultant to facilitate and build staff capacity to develop, embed and monitor a guaranteed and viable curriculum and highly effective writing practices.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Chris Egan Ryan Dunn	\$40,000.00	\$40,000.00
Staff aligned Professional Practice Days to improve their knowledge of student learning, curriculum and assessment.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$30,000.00	\$30,000.00
Ensure time is allocated in the meeting calendar throughout the year to focus on building and embedding the GVC in writing. Allow staff to be released for PL	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$15,000.00	\$15,000.00
Build up non-fiction resources in all classroom libraries and ongoing maintenance of materials to be monitored. Build up writing resources and teacher PL literature	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Assets	\$50,000.00	\$50,000.00

and refit library furniture and fittings. PL Staff in the use of new equipment and employ additional staff to facilitate a love of library program through catch up				
Develop a planning/data room for all staff to utilise when analysing and reviewing data.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Assets	\$5,000.00	\$5,000.00
Professional Development, as a LLI/F&P Leadership team to build teaching capacity in F&P Shared Reading, facilitated by learning specialist.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$25,000.00	\$25,000.00
Purchase the Fountas & Pinnell classroom reading resource and 4 F&P testing kits	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Assets	\$18,000.00	\$18,000.00
Coaching - release for staff to be coached by Assistant Principal and Leading Teacher	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"/> Professional development (excluding CRT costs and new FTE)	\$100,000.00	\$100,000.00
Development of classroom resources to support the MIM -posters -bookmarks -staff journal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Process Cycle for peer observations to be developed and introduced to all staff. Time allocated release for learning walks and to receive feedback in a timely manner. Curriculum documentation and a peer observation and feedback protocols to be developed and implement across the school	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"/> Professional development (excluding CRT costs and new FTE)	\$20,000.00	\$20,000.00

		<input checked="" type="checkbox"/> CRT		
Whole School Professional Development in Teaching Expected Behaviours and understanding trauma informed practices.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$8,000.00	\$8,000.00
Fortnightly Team meeting (SWPBS/RRRR)	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)	\$5,000.00	\$5,000.00
Whole School Professional Development Minor and Major Behaviours and development of flowchart	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <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	\$10,000.00
Purchase licence for the PBIS rewards	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Assets	\$2,500.00	\$2,500.00
Purchase an iPad for each every classroom across P-6 to implement the PBIS classroom rewards program	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Assets	\$10,000.00	\$12,000.00
Engage with external providers and DET RRRR leaders to Provide PL to lead schools and coordinate a school wide program form P-6	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"/> Professional development (excluding CRT costs and new FTE)	\$40,000.00	\$40,000.00
Junior leadership program Dynamic Young Citizens.	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$4,000.00	\$4,000.00

	to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT		
Vietnamese Cultural liaison officer	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$30,000.00	\$30,000.00
Develop an inclusive play space for all students to develop SEL and play based therapy	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)	\$50,000.00	\$40,000.00
Whole School Launch of PBIS Movelle Rewards Shop Community evening	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00
Support from external trauma branch RCH and BCTC	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Partnership with Alannah and Madeline foundation	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)	\$2,000.00	\$2,000.00
Promotion of school values and SWPBS to all stakeholders	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"/> Other  advertising and promotion of new school vision and values	\$20,000.00	\$15,000.00

Tiered Fidelity Inventory & Self-Assessment Survey	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$1,000.00
Hands on learning program across 3-6	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$10,000.00	\$5,000.00
<b>Totals</b>			\$507,500.00	\$488,500.00

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Engage with a consultant to facilitate and build staff capacity to develop, embed and monitor a guaranteed and viable curriculum and highly effective writing practices.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Chris Egan - Inspired Learning Solutions <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Staff aligned Professional Practice Days to improve their knowledge of student learning, curriculum and assessment.	<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"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Ensure time is allocated in the meeting calendar throughout the year to focus on building and embedding the GVC in writing. Allow staff to be released for PL	<input checked="" type="checkbox"/> Leadership Team <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"/> Curriculum development	<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 Chris Egan - Inspired Learning Solutions	<input checked="" type="checkbox"/> On-site
Professional Development, as a LLI/F&P Leadership team to build teaching capacity in F&P Shared	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

Reading, facilitated by learning specialist.					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Coaching - release for staff to be coached by Assistant Principal and Leading Teacher	<input checked="" type="checkbox"/> School Improvement Team	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"/> Demonstration lessons	<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
Process Cycle for peer observations to be developed and introduced to all staff. Time allocated release for learning walks and to receive feedback in a timely manner. Curriculum documentation and a peer observation and feedback protocols to be developed and implement across the school	<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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> External consultants  Shaun Faulkhead	<input checked="" type="checkbox"/> On-site
Whole School Professional Development in Teaching Expected Behaviours and understanding trauma informed practices.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised 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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Fortnightly Team meeting (SWPBS/RRRR)	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

		to: Term 4				
Whole School Professional Development Minor and Major Behaviours and development of flowchart	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> External consultants Shaun Faulkhead <input checked="" type="checkbox"/> Departmental resources SWPBS / RRRR	<input checked="" type="checkbox"/> On-site
Engage with external providers and DET RRRR leaders to Provide PL to lead schools and coordinate a school wide program form P-6	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> External consultants Frances Kelly, Shaun Faulkhead <input checked="" type="checkbox"/> Departmental resources SWPBS / RRRR	<input checked="" type="checkbox"/> On-site
Hands on learning program across 3-6	<input checked="" type="checkbox"/> School Improvement Team <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"/> Internal staff <input checked="" type="checkbox"/> External consultants Jessica Harries <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

					Save the Children Hands on Learning	
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