

2021 Annual Implementation Plan

for improving student outcomes

Rowellyn Park Primary School (5313)



Submitted for review by Caleb Peterson (School Principal) on 07 December, 2020 at 05:37 PM
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 15 February, 2021 at 04:50 PM
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	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	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	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Evolving
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

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

Enter your reflective comments	<p>Staff record, collect and utilise a range of assessment tools in their daily practice. Teachers are confident in their ability to utilise a suite of assessment tools and strategies available to them in order to identify student point of learning need and to differentiate lessons to cater for a range of abilities. However, there is little evidence that teachers use data to evaluate and modify their own teaching practice and planning. Teachers use a range of assessment tools in order to inform planning and identify student point of learning need, however there is limited evidence of data being used across the school to extend and challenge groups of students contained within the 'at expected level' and those 'above the expected level'.</p> <p>The school's assessment schedule has a high profile within the school with student data being used as a basis to drive planning. This schedule not only outlines when particular assessments take place, but also identifies the type of assessment to be administered. Teachers confidently noted a range of data sets they used in practice, but there is little evidence of a robust triangulated data assessment approach across the school.</p> <p>Although some assessment strategies were in place in order to measure student learning growth in the core curriculum areas, a number of staff express a greater confidence in Maths, in terms of their assessment literacy capabilities, than in Writing and Reading.</p> <p>The school has regular team planning opportunities to allow staff to deliver the Victorian Curriculum and to analyse a range</p>
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	<p>of assessment data. There is however, variations as to the way team planning is structured. There are too many instructional models that are consequently not being implemented with consistency. The lack of structure makes it harder to consistently implement HITS. Staff are keen to participate in peer observation and learning walks as professional learning. Staff are vague on what student voice and learner agency is and could be.</p>
<p>Considerations for 2021</p>	<p>Staff need a common understanding of the difference between student voice and learner agency and the school needs to lay a foundation to support future implementation. Students need the school to provide opportunities for students to activate their agency and voice. Professional learning on data literacy is required and would likely improve if PLCs were embedded. Teacher judgements need to be more accurate and the school needs to provide professional learning on use of school based assessments and moderation. Student and staff well-being need to be carefully considered in the wake of COVID-19 and the effects of restrictions. The school needs to identify students with loss of learning growth as a result of remote learning and implement a plan to support a catch-up.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Strategic resource management	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 Empowering students and building school pride	Connected schools priority
Goal 2	To improve literacy and numeracy outcomes for all students.
Target 2.1	<p>By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being at or above the age expected level will increase:</p> <ul style="list-style-type: none"> - in the English Language Reading and Viewing Mode from 84 per cent in 2019 to 89 per cent - in the English Language Writing Mode from 68 per cent in 2019 to 80 per cent
Target 2.2	<p>By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being at or above the age expected level will increase:</p> <ul style="list-style-type: none"> - in the Mathematics Number and Algebra Strand from 87 per cent in 2019 to 92 per cent

	<ul style="list-style-type: none"> - in the Mathematics Measurement and Geometry Strand from 82 per cent in 2019 to 89 per cent - in the Mathematics Statistics and Probability Strand from 86 per cent in 2019 to 92 per cent
Target 2.3	<p>By 2024, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth (on a 3-year rolling average) will increase:</p> <ul style="list-style-type: none"> - in Reading from 77 per cent (2017-19) to 82 per cent (2021-23) - in Writing from 86 per cent (2017-19) to 90 per cent (2021-23) - in Numeracy from 91 per cent (2017-19) to 95 per cent (2021-23)
Target 2.4	<p>By 2024, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> - in Reading from 35 per cent in 2019 to 40 per cent - in Writing from 20 per cent in 2019 to 25 per cent - in Numeracy from 35 per cent in 2019 to 40 per cent
Key Improvement Strategy 2.a Building practice excellence	1a. Develop a whole school instructional model that is consistently implemented across the school.
Key Improvement Strategy 2.b Curriculum planning and assessment	1b. Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning need.

Key Improvement Strategy 2.c Building leadership teams	1c. Develop a distributive leadership culture across the school.
Goal 3	To improve student engagement in their learning.
Target 3.1	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> - in the Social Engagement domain; <ul style="list-style-type: none"> • Student voice and agency factor from 81 per cent in 2019 to 86 per cent
Target 3.2	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> - in the Teacher-Student Relations domain; <ul style="list-style-type: none"> • Teacher concern factor from 82 per cent in 2019 to 86 per cent
Target 3.3	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measures will increase:</p> <ul style="list-style-type: none"> - in the Teaching and Learning-Practice Improvement module; <ul style="list-style-type: none"> • Professional learning through peer observation from 29 per cent in 2019 to 75 per cent

	<ul style="list-style-type: none"> • Seek feedback to improve practice from 35 per cent to 75 per cent
Target 3.4	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measures will increase:</p> <ul style="list-style-type: none"> - in the Teaching and Learning-Implementation module; <ul style="list-style-type: none"> • Knowledge of high impact teaching strategies from 61 per cent in 2019 to 80 per cent
Target 3.5	<p>By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being at or above the expected achievement standards will increase:</p> <ul style="list-style-type: none"> - in Personal and Social Learning from 63.5 per cent in 2019 to 74 per cent - in Critical and Creative Thinking from 60.1 per cent in 2019 to 70 per cent
Key Improvement Strategy 3.a Empowering students and building school pride	Develop and amplify student voice and learner agency.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Embed the Victorian Curriculum Capabilities of Personal and Social Learning and Critical and Creative Thinking.
Goal 4	To improve the wellbeing of all students.

<p>Target 4.1</p>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> - in the Effective Teaching Practice for Cognitive Engagement domain; <ul style="list-style-type: none"> • Classroom behaviour factor from 86 per cent in 2019 to 91 per cent
<p>Target 4.2</p>	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measures will increase:</p> <ul style="list-style-type: none"> - in the School Climate module; <ul style="list-style-type: none"> • Collective efficacy from 53 per cent in 2019 to 75 per cent
<p>Key Improvement Strategy 4.a Health and wellbeing</p>	<p>Embed a whole school positive behaviour culture</p>

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>KIS 1a) Student achievement will be monitored at the end of each term so that by the middle of the year;</p> <ul style="list-style-type: none"> - in the English Language Reading and Viewing Mode at least 85% of students are at and above the expected level, with at least 86% achieving that standard by the end of the year - in the English Language Writing Mode at least 70% of students are at and above the expected level, with at least 73% achieving that standard by the end of the year <p>All students in the Tutor Program will show progress toward their Individual Education Plan goals in each five-week period</p> <p>School staff will be monitored each term and the percentage of staff reporting positive endorsement toward Teaching and Learning Practice improvement:</p> <ul style="list-style-type: none"> - Professional learning through peer observation from 24% positive

			<p>endorsement in 2020 to 32% by mid year and 45% by end of year - Seek feedback to improve practice from 35% positive endorsement in 2019 to 45% by mid year and 55% by end of year.</p> <p>KIS 1b) Student attitudes will be monitored each term and the percentage of students with positive endorsement toward:</p> <p>- Student voice and agency will improve.</p> <p>The ATOSS data will show an improvement in the same area from 81 per cent in 2019 to 83 per cent</p> <p>School staff will be monitored each term and the percentage of staff reporting positive endorsement toward Staff Safety and Well-being: - from 45% positive endorsement in 2019, to 50% by mid-year and 55% by end of year</p> <p>KIS 1c) Parent opinions will be monitored each term and show an increasing percentage of parents with positive endorsement toward:</p> <p>- parent community engagement</p> <p>The POS data will show an improvement in the same area from 73 per cent in 2020 to 75 per cent</p>
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To improve literacy and numeracy outcomes for all students.	No	<p>By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being at or above the age expected level will increase:</p> <ul style="list-style-type: none"> - in the English Language Reading and Viewing Mode from 84 per cent in 2019 to 89 per cent - in the English Language Writing Mode from 68 per cent in 2019 to 80 per cent 	
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To improve student engagement in their learning.	No	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> - in the Social Engagement domain; <ul style="list-style-type: none"> • Student voice and agency factor from 81 per cent in 2019 to 86 per cent 	

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		<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measures will increase:</p> <ul style="list-style-type: none"> - in the Teaching and Learning-Practice Improvement module; <ul style="list-style-type: none"> • Professional learning through peer observation from 29 per cent in 2019 to 75 per cent • Seek feedback to improve practice from 35 per cent to 75 per cent 	
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		<ul style="list-style-type: none"> • Knowledge of high impact teaching strategies from 61 per cent in 2019 to 80 per cent 	
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To improve the wellbeing of all students.	No	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> - in the Effective Teaching Practice for Cognitive Engagement domain; • Classroom behaviour factor from 86 per cent in 2019 to 91 per cent 	

		<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measures will increase:</p> <ul style="list-style-type: none"> - in the School Climate module; • Collective efficacy from 53 per cent in 2019 to 75 per cent 	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>KIS 1a) Student achievement will be monitored at the end of each term so that by the middle of the year;</p> <ul style="list-style-type: none"> - in the English Language Reading and Viewing Mode at least 85% of students are at and above the expected level, with at least 86% achieving that standard by the end of the year - in the English Language Writing Mode at least 70% of students are at and above the expected level, with at least 73% achieving that standard by the end of the year <p>All students in the Tutor Program will show progress toward their Individual Education Plan goals in each five-week period</p> <p>School staff will be monitored each term and the percentage of staff reporting positive endorsement toward Teaching and Learning Practice improvement:</p> <ul style="list-style-type: none"> - Professional learning through peer observation from 24% positive endorsement in 2020 to 32% by mid year and 45% by end

	<p>of year</p> <ul style="list-style-type: none"> - Seek feedback to improve practice from 35% positive endorsement in 2019 to 45% by mid year and 55% by end of year. <p>KIS 1b) Student attitudes will be monitored each term and the percentage of students with positive endorsement toward:</p> <ul style="list-style-type: none"> - Student voice and agency will improve. <p>The ATOSS data will show an improvement in the same area from 81 per cent in 2019 to 83 per cent</p> <p>School staff will be monitored each term and the percentage of staff reporting positive endorsement toward Staff Safety and Well-being:</p> <ul style="list-style-type: none"> - from 45% positive endorsement in 2019, to 50% by mid-year and 55% by end of year <p>KIS 1c) Parent opinions will be monitored each term and show an increasing percentage of parents with positive endorsement toward:</p> <ul style="list-style-type: none"> - parent community engagement <p>The POS data will show an improvement in the same area from 73 per cent in 2020 to 75 per cent</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Strategic resource management	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Empowering students and building school pride	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>KIS 1a) Student achievement will be monitored at the end of each term so that by the middle of the year;</p> <ul style="list-style-type: none"> - in the English Language Reading and Viewing Mode at least 85% of students are at and above the expected level, with at least 86% achieving that standard by the end of the year - in the English Language Writing Mode at least 70% of students are at and above the expected level, with at least 73% achieving that standard by the end of the year <p>All students in the Tutor Program will show progress toward their Individual Education Plan goals in each five-week period</p> <p>School staff will be monitored each term and the percentage of staff reporting positive endorsement toward Teaching and Learning Practice improvement:</p> <ul style="list-style-type: none"> - Professional learning through peer observation from 24% positive endorsement in 2020 to 32% by mid year and 45% by end of year - Seek feedback to improve practice from 35% positive endorsement in 2019 to 45% by mid year and 55% by end of year. <p>KIS 1b) Student attitudes will be monitored each term and the percentage of students with positive endorsement toward:</p> <ul style="list-style-type: none"> - Student voice and agency will improve. <p>The ATOSS data will show an improvement in the same area from 81 per cent in 2019 to 83 per cent</p> <p>School staff will be monitored each term and the percentage of staff reporting positive endorsement toward Staff Safety and Well-being:</p> <ul style="list-style-type: none"> - from 45% positive endorsement in 2019, to 50% by mid-year and 55% by end of year <p>KIS 1c) Parent opinions will be monitored each term and show an increasing percentage of parents with positive endorsement toward:</p> <ul style="list-style-type: none"> - parent community engagement <p>The POS data will show an improvement in the same area from 73 per cent in 2020 to 75 per cent</p>

KIS 1 Strategic resource management	Learning, catch-up and extension priority			
Actions	Develop and implement a range of approaches to support staff development in data literacy, to support targeting the learning for all students at their individual points of need.			
Outcomes	<ul style="list-style-type: none"> - PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - PLCs will meet to moderate student achievement against Vic curriculum and collect and analyse data to inform differentiation - Teachers and ES will have a consistent understanding of the instructional model - Students will know how lessons are structured and how this supports their learning - Students who did not make expected learning progress in 2020 will be supported by tutors to catch up - Tutor groups that expand on the intervention work - Literacy and numeracy to support intervention and and tutor groups - Dedicated speech therapist to support all students with need - All staff engage in Carrum Downs Cluster Community of Practice PD on whole school literacy approaches to writing. 			
Success Indicators	<ul style="list-style-type: none"> - Teacher records and observations of student progress. - Classroom observations and learning walks demonstrating consistent application of the instructional model. - Student feedback on the instructional model. - A documented assessment schedule and evidence of teachers inputting data and moderating assessments. - Students who work with a tutor achieve 12 months or more growth in the literacy or numeracy area of need. - 150 students receive tutoring 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on Instructional Model	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$400.00 <input type="checkbox"/> Equity funding will be used
Schedule observations and learning walks of instructional model in practice	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$4,000.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Engage in relevant PLC professional learning as promoted by the professional learning communities manager for the SEVR	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Implement the tutor learning program in support of all students identified as having negatively impacted progress during 2020.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$232,000.00 <input type="checkbox"/> Equity funding will be used
Employ speech therapist or engage the services of third party provider	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employ ES to provide intervention beyond SRP allocation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$211,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase literacy and numeracy resources (including subscriptions) to support intervention and tutoring program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$133,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Organise and coordinate Carrum Downs Cluster whole school literacy professional learning	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$4,000.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Conduct PD on data literacy and teacher judgment accuracy	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<ul style="list-style-type: none"> - Develop, refine and embed a broad range of programs and approaches to improve whole school health and wellbeing. - Implement strategies to build the capability of students to have agency over their learning. 			
Outcomes	<ul style="list-style-type: none"> - Leadership will have a greater understanding of lead causes that undermine employee well-being. - Trained staff will be able to support their colleagues in mental health first aide. - Dedicated psychologist to address the needs of staff - Teachers will gain professional learning for how to use a mental health tracking app and how to analyse the results - Teachers will gain professional learning on what student voice and learner agency is - Students will have consistent understanding of what student voice is and learner agency is and how to activate - Relevant teachers and leaders will implement a homegroup well-being program including respectful relationships - Circle time is consistently implemented feature of the well-being program 			
Success Indicators	<ul style="list-style-type: none"> - Teacher well-being is supported and school makes adjustments - By the end of 2021, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will increase: - in the Social Engagement domain; Student voice and agency factor from 81 per cent in 2019 to 83 per cent 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Engage third party to provide organisational psychologist to support implementation risk based well-being strategy	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Professional learning for up to 12 staff to be trained in mental health first aide	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input type="checkbox"/> Equity funding will be used
Schedule professional learning for how to use and analyse data from the well-being tracker app	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Schedule professional learning on use of circle time in well-being classes.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Schedule professional learning on student voice and learner agency	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Empowering students and building school pride	Connected schools priority			

Actions	Review and implement strategies and approaches that increase the ability of all stakeholders to connect with the learning of their children, and with the school.			
Outcomes	<ul style="list-style-type: none"> - Teachers will have strong relationships with students and their parents - Teachers will be confident in integrating digital technology for broadening communication reach. 			
Success Indicators	<ul style="list-style-type: none"> - Positive student attitudes survey data - Positive parent opinion survey data - Documentation of school digital policies 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Consultative approach to selecting a digital platform that will be consistently used for sharing student learning with parents	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Establishing protocols for use of digital communication platform	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning to establish consistent and confident use of digital platform aligned to agreed protocols	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Use digital channels of communication to provide regular updates on student learning	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input 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	\$424,000.00	\$424,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$424,000.00	\$424,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employ speech therapist or engage the services of third party provider	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$80,000.00	\$80,000.00
Employ ES to provide intervention beyond SRP allocation	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$211,000.00	\$211,000.00
Purchase literacy and numeracy resources (including subscriptions) to support intervention and tutoring program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$133,000.00	\$133,000.00
Totals			\$424,000.00	\$424,000.00

Additional Equity spend

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on Instructional Model	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<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
Schedule observations and learning walks of instructional model in practice	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Organise and coordinate Carrum Downs Cluster whole school literacy professional learning	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Misty Adoniou <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Conduct PD on data literacy and teacher judgment accuracy	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Professional learning for up to 12 staff to be trained in mental health first aide	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants People Diagnostix	<input checked="" type="checkbox"/> Off-site People Diagnostix
Schedule professional learning for how to use and analyse data from the well-being tracker app	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants People Diagnostix	<input checked="" type="checkbox"/> On-site
Schedule professional learning on student voice and learner agency	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Professional learning to establish consistent and confident use of digital platform aligned to agreed protocols	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site