

2020 Annual Implementation Plan

for improving student outcomes

Seaford Park Primary School (5191)



Submitted for review by Julie Braakhuis (School Principal) on 11 March, 2020 at 12:09 PM
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 24 June, 2020 at 12:43 PM
Endorsed by Kylie Tomlinson (School Council President) on 05 August, 2020 at 05:12 PM

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Emerging
	Instructional and shared leadership	Emerging
	Strategic resource management	Emerging
	Vision, values and culture	Emerging
Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging
	Health and wellbeing	Emerging moving towards Evolving
	Intellectual engagement and self-awareness	Emerging
Community engagement in learning	Building communities	Emerging moving towards Evolving
	Global citizenship	Emerging
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Emerging
<div>Enter your reflective comments</div> <p>In 2019 we consolidated our School Improvement and PLC practices. We had many changes of staff and their roles which impacted upon consistent teaching practices and student management. Our Review took place in Term 4. We started developing a Restorative Practices approach to develop a positive school culture and a consistent student management approach. Our values and a consistent approach to student welfare will need to be looked at.</p>		

Considerations for 2020	<p>To further develop collaborative planning in PLTs using a range of data sets. Further develop our understanding of how to use data with PD provided by the EILs. Develop our repertoire of data sets and usage (Essential Assessments reporting modules, Fountas and Pinnell, CAFE conferencing).</p> <p>To further communicate our vision, purpose and values to the school community.</p> <p>To further develop consistent approach to student welfare and management.</p> <p>Student voice and agency is an area for improvement.</p>
Documents that support this plan	


SSP Goals Target and KIS

Goal 1	Improve student outcomes in literacy and numeracy.
Target 1.1	<p>By 2023 increase the high benchmark growth in NAPLAN reading from 11% (2019) to 25% (2023).</p> <p>In the Victorian Curriculum in Reading for all students to achieve at least one year's growth in each 12 month period.</p>
Target 1.2	<p>By 2023 decrease the low benchmark growth in NAPLAN writing from 38% (2019) to 25% (2023).</p> <p>In the Victorian Curriculum in Writing for all students to achieve at least one year's growth in each 12 month period.</p>
Target 1.3	<p>By 2023 increase the high benchmark growth in NAPLAN numeracy from 11% (2019) to 25% (2023).</p> <p>In the Victorian Curriculum in Numeracy for all students to achieve at least one year's growth in each 12 month period.</p>
Target 1.4	By 2023 increase the overall percentage endorsement of the SSS module factor teaching and learning practice improvement from 52% (2019) to 75% (2023).
Key Improvement Strategy 1.ay Building practice excellence	Embed an evidenced based schoolwide approach to teaching literacy and numeracy.
Key Improvement Strategy 1.by Curriculum planning and assessment	Build consistency in teaching practice aligned with the school's instructional model
Key Improvement Strategy 1.cy Evidence-based high-impact teaching strategies	Implement a process of collaborative goal setting and feedback between teachers and students
Key Improvement Strategy 1.dy Evaluating impact on learning	Use data to inform and evaluate practice.
Goal 2	To improve student positive climate for learning.
Target 2.1	<p>By 2023 increase the positive endorsement of the AtoSS factors;</p> <ul style="list-style-type: none"> 'student voice and agency' from 57% (2019) to 75% (2023). 'effective classroom behaviour' from 77% (2019) to 85% (2023). 'attitudes to attendance' from 79% (2019) to 85% (2023).

	By 2023 to reduce the percentage of 20 or more days absence to 18%.
Target 2.2	By 2023 increase the positive endorsement of the SSS safety and wellbeing module from 70% (2019) to 80% (2023).
Target 2.3	By 2023 increase the positive endorsement of the POS teacher communication from 43% (2019) to 75% (2023).
Key Improvement Strategy 2.ay Health and wellbeing	Embed a consistent approach to student wellbeing and engagement
Key Improvement Strategy 2.by Empowering students and building school pride	Build student voice and agency in their learning
Key Improvement Strategy 2.cy Setting expectations and promoting inclusion	Develop processes to embed effective student leadership.
Goal 3	To improve student wellbeing, inclusion and engagement.
Target 3.1	<p>By 2023 increase the positive endorsement of the AtoSS factors</p> <ul style="list-style-type: none"> • 'sense of connectedness' from 78% (2019) to 82% (2023). • 'self regulation and goal setting' from 81% (2019) to 85% (2023).
Target 3.2	<p>By 2023 increase the positive endorsement of the SSS factors</p> <ul style="list-style-type: none"> • 'staff professional safety' from 65% (2019) to 80% (2023). • 'trust in students and parents' from 48% (2019) to 55% (2023)' • 'shielding/buffering' from 51% (2019) to 56% (2023)
Key Improvement Strategy 3.ay Setting expectations and promoting inclusion	Build staff capabilities to support positive student wellbeing, inclusion and engagement. Employ restorative practices approaches to student management
Key Improvement Strategy 3.by Health and wellbeing	Develop and implement processes that ensure consistency of practice, communication and support for wellbeing across the school.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
			The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student outcomes in literacy and numeracy.	Yes	<p>By 2023 increase the high benchmark growth in NAPLAN reading from 11% (2019) to 25% (2023).</p> <p>In the Victorian Curriculum in Reading for all students to achieve at least one year's growth in each 12 month period.</p>	<p>By 2020 increase the high benchmark growth in NAPLAN reading from 11% (2019) to 14% (2020).</p> <p>In the Victorian Curriculum in Reading for at least 85% of students to achieve at least one year's growth in each 12 month period.</p>
		<p>By 2023 decrease the low benchmark growth in NAPLAN writing from 38% (2019) to 25% (2023).</p> <p>In the Victorian Curriculum in Writing for all students to achieve at least one year's growth in each 12 month period.</p>	<p>By 2020 decrease the low benchmark growth in NAPLAN writing from 38% (2019) to 35% (2020).</p> <p>In the Victorian Curriculum in Writing for at least 85% of students to achieve at least one year's growth in each 12 month period.</p>
		<p>By 2023 increase the high benchmark growth in NAPLAN numeracy from 11% (2019) to 25% (2023).</p> <p>In the Victorian Curriculum in Numeracy for all students to achieve at least one year's growth in each 12 month period.</p>	<p>By 2020 increase the high benchmark growth in NAPLAN numeracy from 11% (2019) to 14% (2020).</p> <p>In the Victorian Curriculum in Numeracy for at least 85% of students to achieve at least one year's growth in each 12 month period.</p>
		<p>By 2023 increase the overall percentage endorsement of the SSS module factor teaching and learning practice improvement from 52% (2019) to 75% (2023).</p>	<p>By 2020 increase the overall percentage endorsement of the SSS module factor teaching and learning practice improvement from 52% (2019) to 58% (2020).</p>
To improve student positive climate for learning.	Yes	<p>By 2023 increase the positive endorsement of the AtoSS factors;</p> <ul style="list-style-type: none"> 'student voice and agency' from 57% (2019) to 75% (2023). 'effective classroom behaviour' from 77% (2019) to 85% (2023). 'attitudes to attendance' from 79% (2019) to 85% (2023). <p>By 2023 to reduce the percentage of 20 or more days absence to 18%.</p>	<p>By 2020 increase the positive endorsement of the AtoSS factors;</p> <ul style="list-style-type: none"> 'student voice and agency' from 57% (2019) to 61% (2020). 'effective classroom behaviour' from 77% (2019) to 79% (2020). 'attitudes to attendance' from 79% (2019) to 81% (2020). <p>By 2020 to reduce the percentage of 20 or more days absence to 19%.</p>
		<p>By 2023 increase the positive endorsement of the SSS safety and wellbeing module from 70% (2019) to 80% (2023).</p>	<p>By 2020 increase the positive endorsement of the SSS safety and wellbeing module from 70% (2019) to 72% (2020).</p>

		By 2023 increase the positive endorsement of the POS teacher communication from 43% (2019) to 75% (2023).	By 2020 increase the positive endorsement of the POS teacher communication from 43% (2019) to 48% (2020).
To improve student wellbeing, inclusion and engagement.	Yes	By 2023 increase the positive endorsement of the AtoSS factors <ul style="list-style-type: none"> 'sense of connectedness' from 78% (2019) to 82% (2023). 'self regulation and goal setting' from 81% (2019) to 85% (2023). 	By 2020 increase the positive endorsement of the AtoSS factors <ul style="list-style-type: none"> 'sense of connectedness' from 78% (2019) to 79% (2020) 'self regulation and goal setting' from 81% (2019) to 82% (2020)
		 By 2023 increase the positive endorsement of the SSS factors <ul style="list-style-type: none"> 'staff professional safety' from 65% (2019) to 80% (2023). 'trust in students and parents' from 48% (2019) to 55% (2023) 'shielding/buffering' from 51% (2019) to 56% (2023) 	By 2023 increase the positive endorsement of the SSS factors <ul style="list-style-type: none"> 'staff professional safety' from 65% (2019) to 69% (2020). 'trust in students and parents' from 48% (2019) to 50% (2020) 'shielding/buffering' from 51% (2019) to 52% (2020)

Goal 1	Improve student outcomes in literacy and numeracy.	
12 Month Target 1.1	By 2020 increase the high benchmark growth in NAPLAN reading from 11% (2019) to 14% (2020). In the Victorian Curriculum in Reading for at least 85% of students to achieve at least one year's growth in each 12 month period.	
12 Month Target 1.2	By 2020 decrease the low benchmark growth in NAPLAN writing from 38% (2019) to 35% (2020). In the Victorian Curriculum in Writing for at least 85% of students to achieve at least one year's growth in each 12 month period.	
12 Month Target 1.3	By 2020 increase the high benchmark growth in NAPLAN numeracy from 11% (2019) to 14% (2020). In the Victorian Curriculum in Numeracy for at least 85% of students to achieve at least one year's growth in each 12 month period.	
12 Month Target 1.4	By 2020 increase the overall percentage endorsement of the SSS module factor teaching and learning practice improvement from 52% (2019) to 58% (2020).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Embed an evidenced based schoolwide approach to teaching literacy and numeracy.	No
KIS 2 Curriculum planning and assessment	Build consistency in teaching practice aligned with the school's instructional model	Yes

KIS 3 Evidence-based high-impact teaching strategies	Implement a process of collaborative goal setting and feedback between teachers and students	No
KIS 4 Evaluating impact on learning	Use data to inform and evaluate practice.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our school is focussing on consistent teaching practices throughout the school. We are focussing on the CAFE reading approach after the Review Panel agreed that inconsistent teaching practices were occurring between classes. Our Learning Specialists have been providing PD to the whole staff and during PLTs about reading conferencing. The Principal with the Learning Specialists has developed a CAFE reading checklist to support consistency of practice and displays which will provide baseline data and feedback for improvement. Our teachers are continuing to use Essential Assessments to plot student growth and for planning purposes. PAT Reading also provides Australian normed data. We are investigating using Fountas and Pinnell particularly with our older students in addition to our rigorous use of PM Benchmarking. EILs are providing PD with interpreting NAPLAN data and teacher judgement data. We are continuing our PLC networking with other schools.	
Goal 2	To improve student positive climate for learning.	
12 Month Target 2.1	By 2020 increase the positive endorsement of the AtoSS factors; • 'student voice and agency' from 57% (2019) to 61% (2020). • 'effective classroom behaviour' from 77% (2019) to 79% (2020). • 'attitudes to attendance' from 79% (2019) to 81% (2020). By 2020 to reduce the percentage of 20 or more days absence to 19%.	
12 Month Target 2.2	By 2020 increase the positive endorsement of the SSS safety and wellbeing module from 70% (2019) to 72% (2020).	
12 Month Target 2.3	By 2020 increase the positive endorsement of the POS teacher communication from 43% (2019) to 48% (2020).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Embed a consistent approach to student wellbeing and engagement	No
KIS 2 Empowering students and building school pride	Build student voice and agency in their learning	Yes
KIS 3 Setting expectations and promoting inclusion	Develop processes to embed effective student leadership.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	To build student voice and agency, teachers are learning how to conference with the children during reading to provide feedback and to set new goals. The Essential Assessments star charts will assist with providing feedback and setting new goals as will the CAFE menus. During SMART Spelling the students select their own spelling words. Students are assisted to develop writing goals based on our Writing Genre documents and I Can statements.	
Goal 3	To improve student wellbeing, inclusion and engagement.	

12 Month Target 3.1	By 2020 increase the positive endorsement of the AtoSS factors •'sense of connectedness' from 78% (2019) to 79% (2020) •'self regulation and goal setting' from 81% (2019) to 82% (2020)
12 Month Target 3.2	By 2023 increase the positive endorsement of the SSS factors •'staff professional safety' from 65% (2019) to 69% (2020). •'trust in students and parents' from 48% (2019) to 50% (2020) •'shielding/buffering' from 51% (2019) to 52% (2020)
Key Improvement Strategies	
KIS 1 Setting expectations and promoting inclusion	Build staff capabilities to support positive student wellbeing, inclusion and engagement. Employ restorative practices approaches to student management
KIS 2 Health and wellbeing	Develop and implement processes that ensure consistency of practice, communication and support for wellbeing across the school.
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.	We are continuing to develop our Restorative Practices approach to student management and developing a positive school culture. The student leadership roles were widened and students have a clearer understanding of their roles and responsibilities. We are working towards having more representation across the school in SRC and more voice regarding policies and decisions relating to the children.

Define Actions, Outcomes and Activities

Goal 1	Improve student outcomes in literacy and numeracy.			
12 Month Target 1.1	<p>By 2020 increase the high benchmark growth in NAPLAN reading from 11% (2019) to 14% (2020).</p> <p>In the Victorian Curriculum in Reading for at least 85% of students to achieve at least one year's growth in each 12 month period.</p>			
12 Month Target 1.2	<p>By 2020 decrease the low benchmark growth in NAPLAN writing from 38% (2019) to 35% (2020).</p> <p>In the Victorian Curriculum in Writing for at least 85% of students to achieve at least one year's growth in each 12 month period.</p>			
12 Month Target 1.3	<p>By 2020 increase the high benchmark growth in NAPLAN numeracy from 11% (2019) to 14% (2020).</p> <p>In the Victorian Curriculum in Numeracy for at least 85% of students to achieve at least one year's growth in each 12 month period.</p>			
12 Month Target 1.4	By 2020 increase the overall percentage endorsement of the SSS module factor teaching and learning practice improvement from 52% (2019) to 58% (2020).			
KIS 1 Curriculum planning and assessment	Build consistency in teaching practice aligned with the school's instructional model			
Actions	Focus on consistency of the teaching of reading based on the CAFE reading approach and Lyn Watts Reading for Meaning.			
Outcomes	<p>Students will articulate CAFE reading strategies and Daily 5 routines.</p> <p>Teachers will discuss and plan their reading approach based on CAFE reading and Reading for Meaning.</p> <p>Learning Specialists will use a range of evidence to track consistency of practice; observe others and invite teachers to observe their teaching practice</p>			
Success Indicators	<p>Teachers will record conferencing discussions with students.</p> <p>Leaders will use the CAFE reading checklist to track consistency of progress; notes from conversations with teachers</p> <p>Teachers provide consistent work programs, PLT minutes</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Use the PLT structure to investigate CAFÉ reading approaches, and for teachers to trial these and report back on their learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Schedule peer to peer class visits to observe CAFÉ implementation	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide whole staff PD about CAFÉ reading approaches including conferencing and goal setting	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Schedule oversight of planning documents for each teacher	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00 <input checked="" type="checkbox"/> Equity funding will be used
Schedule learning walks to check the relationship between planning and implementation	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,600.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Evaluating impact on learning	Use data to inform and evaluate practice.			
Actions	Teachers will use Essential Assessments, PAT Reading, NAPLAN and PM Benchmarking to track, inform and plan student reading data. Fountas and Pinnell will be investigated as a further source of data collection.			
Outcomes	Students will be involved in their goal setting and target achievement by looking at their Essential Assessments data Teachers will share data with colleagues during PLT and staff meetings Learning Specialists will investigate Fountas and Pinnell as another source of data Leaders will be involved in PLT and staff discussions about student data and teaching strategies to support student growth			
Success Indicators	Data from PM Benchmarking; PAT Reading; Essential Assessments - Reading, NAPLAN Reading and (perhaps) Fountas and Pinnell will be collected and used to inform and plan.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
In PLTs, cohort and class level data will be analysed and used for future planning	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff will undertake Professional Learning around the sharing of data with students for use in goal setting	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Fountas & Pinnell frameworks will be trialled as a means of providing additional data regarding student leaning outcomes	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve student positive climate for learning.			
12 Month Target 2.1	By 2020 increase the positive endorsement of the AtoSS factors; • 'student voice and agency' from 57% (2019) to 61% (2020). • 'effective classroom behaviour' from 77% (2019) to 79% (2020). • 'attitudes to attendance' from 79% (2019) to 81% (2020). By 2020 to reduce the percentage of 20 or more days absence to 19%.			
12 Month Target 2.2	By 2020 increase the positive endorsement of the SSS safety and wellbeing module from 70% (2019) to 72% (2020).			

12 Month Target 2.3	By 2020 increase the positive endorsement of the POS teacher communication from 43% (2019) to 48% (2020).			
KIS 1 Empowering students and building school pride	Build student voice and agency in their learning			
Actions	Empower students to use their own learning data to develop goals and direct their learning			
Outcomes	Students will set their reading goals and articulate how they decided on those goals. Teachers will use a range of resources and data to inform development of student goals; teachers will discuss development of goals during PLT meetings Leaders will agenda and facilitate discussion at PLT about goal setting; use HITS., Literacy Toolkit and other resources to promote best practice discussions			
Success Indicators	Tracking sheets/notes during conferencing PLT minutes; staff meeting minutes Learning Specialist & leadership meeting minutes; action plans			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Use Staff PD sessions to research goal setting strategies	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop an assessment schedule	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used
In teaching teams/planning sessions teachers identify data sets to be shared with students to assist them in setting learning goals	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$6,400.00 <input checked="" type="checkbox"/> Equity funding will be used
Use the PLT structure to have teachers implement, review and embed goal setting with students	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students report on their goals at Student Led Conferences	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Purchase resources to support the program	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	To improve student wellbeing, inclusion and engagement.			
12 Month Target 3.1	By 2020 increase the positive endorsement of the AtoSS factors •'sense of connectedness' from 78% (2019) to 79% (2020)			

	•'self regulation and goal setting' from 81% (2019) to 82% (2020)			
12 Month Target 3.2	By 2023 increase the positive endorsement of the SSS factors •'staff professional safety' from 65% (2019) to 69% (2020). •'trust in students and parents' from 48% (2019) to 50% (2020) •'shielding/buffering' from 51% (2019) to 52% (2020)			
KIS 1 Setting expectations and promoting inclusion	Build staff capabilities to support positive student wellbeing, inclusion and engagement. Employ restorative practices approaches to student management			
Actions	To develop a restorative practices approach to student management and positive student behaviours.			
Outcomes	Students have a clear understanding of student management processes Teachers have consistent student management practices based on the restorative practices approach Leaders provide professional development in restorative practices and develop a practical and whole school Student Engagement Plan			
Success Indicators	Students resolve issues using the restorative approach ie what harm have I done, how can I make it better? - Compass Chronicles records indicate issues are resolved restoratively Teachers use restorative approaches eg circle time, check-in, check-out and discuss effectiveness of these approaches - Staff and PLT meeting notes Leaders provide PD in approaches to students with special needs and trauma - PD and curriculum day notes. Monitor the process - meeting minutes			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop an action plan for implementation of the Restorative Practices program	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$4,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Schedule staff professional learning sessions	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$15,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase resources to support the program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,985.00 <input checked="" type="checkbox"/> Equity funding will be used
Survey students and teachers about the effectiveness of the program and modify professional learning accordingly	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$800.00 <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$56,785.00	\$56,785.00
Additional Equity funding	\$57,393.00	\$57,393.00
Grand Total	\$114,178.00	\$114,178.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Schedule peer to peer class visits to observe CAFÉ implementation	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$3,200.00	\$3,200.00
Provide whole staff PD about CAFÉ reading approaches including conferencing and goal setting	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)	\$1,000.00	\$1,000.00
Schedule oversight of planning documents for each teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$1,600.00	\$1,600.00
Schedule learning walks to check the relationship between planning and implementation	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$1,600.00	\$1,600.00
Staff will undertake Professional Learning around the sharing of data with students for use in goal setting	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) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$3,500.00	\$3,500.00
Fountas & Pinnell frameworks will be trialled as a means of providing additional data regarding student leaning outcomes	from: Term 2 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) <input checked="" type="checkbox"/> CRT	\$3,500.00	\$3,500.00
Develop an assessment schedule	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> School-based staffing	\$1,200.00	\$1,200.00
In teaching teams/planning sessions teachers identify data sets to be shared with students to assist them in setting learning goals	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$6,400.00	\$6,400.00

Purchase resources to support the program	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$10,000.00	\$10,000.00
Develop an action plan for implementation of the Restorative Practices program	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$4,500.00	\$4,500.00
Schedule staff professional learning sessions	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$15,500.00	\$15,500.00
Purchase resources to support the program	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$3,985.00	\$3,985.00
Survey students and teachers about the effectiveness of the program and modify professional learning accordingly	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$800.00	\$800.00
Totals			\$56,785.00	\$56,785.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Support for students with extra needs eg Occupational Therapist and Speech Therapist, extra Education Support staff, equipment for students to further access the curriculum. Professional development to further understand the requirements of students with a range of extra needs.	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) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets	\$57,393.00	\$57,393.00
Totals			\$57,393.00	\$57,393.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Use the PLT structure to investigate CAFÉ reading approaches, and for teachers to trial these and report back on their learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Schedule oversight of planning documents for each teacher	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
In PLTs, cohort and class level data will be analysed and used for future planning	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff will undertake Professional Learning around the sharing of data with students for use in goal setting	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Use Staff PD sessions to research goal setting strategies	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
In teaching teams/planning sessions teachers identify data sets to be shared with students to assist them in setting learning goals	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Use the PLT structure to have teachers implement, review and embed goal setting with students	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Students report on their goals at Student Led Conferences	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Develop an action plan for implementation of the Restorative Practices program	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Real Schools Restorative Practices	<input checked="" type="checkbox"/> On-site
Schedule staff professional learning sessions	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site