

2021 Annual Implementation Plan

for improving student outcomes

Avoca Primary School (0004)



Submitted for review by Jacinta Dellavedova (School Principal) on 03 December, 2020 at 05:30 PM
Endorsed by Paul Nolan (Senior Education Improvement Leader) on 16 December, 2020 at 08:50 AM
Endorsed by Stacey Blair (School Council President) on 17 February, 2021 at 03:47 PM

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

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

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

Enter your reflective comments	<p>2020 has been a disruptive year in terms of student learning. We have students who have excelled, others who have struggled. This is not just academically but socially and emotionally. Teachers have stood tall, taken on every challenge from technology to delivering lessons online. The teaching role has become more than just academics, its wellbeing it counselling and explicitly teaching children how to interact with others again. We have developed a great partnership with parents, however our community and parent helpers are desperate to return to schools once allowed. Policies have been updated and filed for easy use, we have a new school app for parents and our website is up and functioning. At the beginning of the year we began the CUST training and indigenous culture was part of learning at Avoca PS. We have managed to unveil our new flag pole and proudly display the indigenous flag alongside the Australian flag.</p>
Considerations for 2021	<p>SWPB continue this development and refine vision and values for Avoca PS. Create positive behavior matrix. Peer observations to become embedded in teacher practice and reflective conversations must be documented for accountability. Continue to develop and embed student voice across all learning areas including goal setting and conferences.</p>

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve the student learning outcomes in Literacy, with a particular focus on writing and speaking and listening.
Target 2.1	By 2022, the percentage of year 5 students in the top two bands in NAPLAN writing and speaking and listening will increase from the 2018 baseline outcomes .
Target 2.2	By 2022, increase the percentage of students achieving above expected standards in Writing according to Semester 2 teacher judgement to be at or above Avoca Primary School's similar schools' category.
Target 2.3	By 2022, increase the percentage of students in P-2 above expected standards on Speaking and Listening according to Semester 2 teacher judgement.

Key Improvement Strategy 2.a Curriculum planning and assessment	Build whole school assessment strategies for determining learning progress and achievement in Writing, Speaking and Listening.
Key Improvement Strategy 2.b Evaluating impact on learning	Develop school specific strategies to enable consistent alignment between NAPLAN and Teacher Judgement outcomes.
Key Improvement Strategy 2.c Curriculum planning and assessment	Collaboratively develop whole school and sectional planners for writing and speaking and listening lesson, unit and scope and sequence planning.
Key Improvement Strategy 2.d Building practice excellence	Build teacher practice in the skills of moderation and observation processes for all literacy domains.
Key Improvement Strategy 2.e Curriculum planning and assessment	Continue to build PLC activity to focus on literacy learning and effective assessment practices and processes that enables all students to be taught at their 'point of need'.
Goal 3	To improve the learning outcomes in Numeracy.
Target 3.1	By 2022, increase the percentage of students in the top two bands for Year 3 and Year 5 NAPLAN Numeracy.
Target 3.2	By 2022, increase the percentage of students achieving above the expected standard, aggregated across all three Numeracy domains according to Semester 2 teacher judgement.
Target 3.3	By 2022, decrease the percentage of students achieving below one-year growth according to ACER PAT Online Numeracy.
Key Improvement Strategy 3.a	Develop a comprehensive whole school assessment plan, inclusive of assessment strategies to target each student's 'point of learning'.

Curriculum planning and assessment	
Key Improvement Strategy 3.b Curriculum planning and assessment	Build data literacy in numeracy to incorporate to ensure assessment for, as and of learning and build teacher capacity to utilize benchmark achievement data gained from ACER PAT Online Tests in Mathematics to effectively plan for, and assess teaching and learning
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Continue to build teacher capacity to provide timely information that enables teaching to each student's point of learning.
Key Improvement Strategy 3.d Building leadership teams	Build leadership skills across the school to enable induction, mentoring and observational skills to be inclusive and a shared responsibility embedded in practice.
Key Improvement Strategy 3.e Curriculum planning and assessment	Embed a culture of short and longer-term curriculum planning that assesses the impact of numeracy learning programs and adjusts to suit individual student needs.
Goal 4	To amplify the extent to which students have agency in their own learning.
Target 4.1	By 2022, increase, from the 2018 baseline of 30%, student positive responses to 50% in the <i>Learner Characteristics and Disposition</i> domain on the ATOSS.
Target 4.2	By 2022, increase the percentage of positive responses in Student Development (Student agency and voice) on the POS (Parent Observation Survey) from the baseline 2018 survey data, 89%.
Target 4.3	By 2022, Increase the increase the percentage of positive responses in Teaching and Learning on the Staff Survey from the baseline 2018 survey data of 90.5%

<p>Key Improvement Strategy 4.a Empowering students and building school pride</p>	<p>Determine, trial and implement programs that cultivate an engagement and learning environment that enable student agency to be embedded in practice.</p>
<p>Key Improvement Strategy 4.b Setting expectations and promoting inclusion</p>	<p>Develop a whole school learning community that builds positive relationships which strengthen connections and develop learning characteristics and capabilities of all students.</p>
<p>Key Improvement Strategy 4.c Empowering students and building school pride</p>	<p>Develop a consistent approach toward empowering students in their own learning such as in personal goal setting.</p>
<p>Key Improvement Strategy 4.d Intellectual engagement and self-awareness</p>	<p>Build student resilience and stamina for self-determination and regulation and confidence, motivation and interest in their learning.</p>
<p>Key Improvement Strategy 4.e Parents and carers as partners</p>	<p>Create and conduct consistent annual school-based surveys, such as using Survey Monkey, to help gauge a triangulated outcome to specific student and parent attitudes to school community agreed critical factors such as those within the student safety and learner characteristics and disposition domains, academic emphasis and parental engagement in the child's learning.</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>Learning Catch up & Extension Priority: Increase the percentage of F-6 students achieving at or above the expected level against the Victorian Curriculum according to Teacher Judgements: Reading from 66% in 2020 to 70% in 2021 Writing from 51% in 2020 to 60% in 2021 Number and Algebra from 64% in 2020 to 70% in 2021.</p> <p>Happy, active and Healthy kids priority: Improve rates of positive endorsement in the AtoSS for the following factors: Motivation and Interest from 67% in 2020 to 75% in 2021 Teacher Concern from 67% in 2020 to 75% in 2021</p> <p>Connected Schools Priority: Improve rates of positive endorsement in the POS for the following factors: School communication from 65% in 2020 to 75% in 2021. Student agency and voice from 65% in 2020 to 75% in 2021</p>

To improve the student learning outcomes in Literacy, with a particular focus on writing and speaking and listening.	No	By 2022, the percentage of year 5 students in the top two bands in NAPLAN writing and speaking and listening will increase from the 2018 baseline outcomes .	
		By 2022, increase the percentage of students achieving above expected standards in Writing according to Semester 2 teacher judgement to be at or above Avoca Primary School's similar schools' category.	
		By 2022, increase the percentage of students in P-2 above expected standards on Speaking and Listening according to Semester 2 teacher judgement.	
To improve the learning outcomes in Numeracy.	No	By 2022, increase the percentage of students in the top two bands for Year 3 and Year 5 NAPLAN Numeracy.	
		By 2022, increase the percentage of students achieving above the expected standard, aggregated across all three Numeracy domains according to Semester 2 teacher judgement.	
		By 2022, decrease the percentage of students achieving below one-year growth according to ACER PAT Online Numeracy.	

To amplify the extent to which students have agency in their own learning.	No	By 2022, increase, from the 2018 baseline of 30%, student positive responses to 50% in the <i>Learner Characteristics and Disposition</i> domain on the ATOSS.	
		By 2022, increase the percentage of positive responses in Student Development (Student agency and voice) on the POS (Parent Observation Survey) from the baseline 2018 survey data, 89%.	
		By 2022, Increase the increase the percentage of positive responses in Teaching and Learning on the Staff Survey from the baseline 2018 survey data of 90.5%	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Learning Catch up & Extension Priority: Increase the percentage of F-6 students achieving at or above the expected level against the Victorian Curriculum according to Teacher Judgements: Reading from 66% in 2020 to 70% in 2021 Writing from 51% in 2020 to 60% in 2021 Number and Algebra from 64% in 2020 to 70% in 2021.</p> <p>Happy, active and Healthy kids priority: Improve rates of positive endorsement in the AtoSS for the following factors: Motivation and Interest from 67% in 2020 to 75% in 2021 Teacher Concern from 67% in 2020 to 75% in 2021</p> <p>Connected Schools Priority:</p>

	Improve rates of positive endorsement in the POS for the following factors: School communication from 65% in 2020 to 75% in 2021. Student agency and voice from 65% in 2020 to 75% in 2021	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Learning Catch up & Extension Priority: Increase the percentage of F-6 students achieving at or above the expected level against the Victorian Curriculum according to Teacher Judgements: Reading from 66% in 2020 to 70% in 2021 Writing from 51% in 2020 to 60% in 2021 Number and Algebra from 64% in 2020 to 70% in 2021.</p> <p>Happy, active and Healthy kids priority: Improve rates of positive endorsement in the AtoSS for the following factors: Motivation and Interest from 67% in 2020 to 75% in 2021 Teacher Concern from 67% in 2020 to 75% in 2021</p> <p>Connected Schools Priority: Improve rates of positive endorsement in the POS for the following factors: School communication from 65% in 2020 to 75% in 2021. Student agency and voice from 65% in 2020 to 75% in 2021</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Embed PLC structures to support teacher collaboration and reflection of strengthen teaching practice.</p> <p>See also the attached Tutor Program Priority</p>
Outcomes	<p>Leaders will: Communicate high expectations concerning the PLC program (Teachers will confidently and accurately identify student learning needs of their students, differentiation) Use multiple sources of evidence to track implementation on PLCs including barrier and enablers. (PLCs will meet to engage in</p>

	<p>reflective practice, evaluate and plan curriculum, assessments and lessons)</p> <p>Teachers will: Understand characteristics of high quality PLCs Engage in regular conversations about student learning Use PLC time to evaluate the impact of teaching on student outcomes Give and receive feedback Model how to give and receive feedback with staff, prioritise strategic resourcing of PLCs Implement the agreed assessment schedule and update shared assessment checklists Embed a consistent approach to formative assessment</p> <p>Students will: Know what they are learning and how they can be successful. Understand and have input into setting their goal and the next steps.</p>			
<p>Success Indicators</p>	<p>Leaders will: Mintues/agendas/presentations from staff meetings Survey data, observations where feedback has been given / received (eg PDP conversations); financial and organisational documents Facilitate Classroom observations and learning walks</p> <p>Teachers will: PLC notes / minutes Evidence used in PLC to evaluate the impact of teaching on student outcomes Follow documented assessment schedules Keep evidence and inputting this data and moderating assessments Participate in classroom observations and learning walks.</p> <p>Students will: communicate their goals and regularly track their progress Identify the learning intention and success criteria of lessons.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>

<p>PLC instructional leaders to complete PLC training. Appoint 2 staff - Professional development days to cover CRT costs. (8 days each) to lead and support teams in the implementation. Weekly PLC meetings Scheduled Establish PLC structures across the school, establish norms and protocols. Two inquiries a term (Numeracy and Writing). Complete Maturity Matrix self evaluation twice a year to track and monitor PLC progression.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Mathematics - Whole school Professional Development session with Michael Ymer to build teacher confidence and increase student engagement in mathematics. Resources Top Ten Numeracy</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$6,200.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Synthetic Phonics Program - Junior PLC teachers to complete professional learning</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Classroom Observations & Learning Walks One Peer Observation per person completed each term with reflection notes.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,400.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Writing Curriculum - Embed school wide instructional model to writing. Build on teacher capacity to teach writing in areas of ideas, sentence structure etc. 6 plus 1 traits of writing Reference Books, classroom observation visits, professional development experiences.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,100.00 <input checked="" type="checkbox"/> Equity funding will be used

Maintain data tracking and monitoring to track student progress across the year, ensuring students at risk are identified and support through targeted Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Use assessment and moderation for teaching discussions based on student data to target curriculum planning and differentiation.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conferences with students for reading, writing and math's to set goals for individual students, track progress and provide feedback regularly.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Embed and strengthen school structures and routines to provide quality support focusing on wellbeing, resilience and social emotional learning.			
Outcomes	<p>Leaders will: Develop a culture encompassing school wide positive behaviours Teachers, leaders and the school community will share a common understanding of the whole school approach to well-being.</p> <p>Teachers will: Model agreed routines. Identify at risk students to receive an ILP for the required support in a timely manner. Build relationships and engage with families of at risk students. Regularly monitor students for support and conduct student support group meetings (with parents) where appropriate. Conduct regular check ins / conferencing with students in your classroom</p>			

	<p>Ensure all students know there is someone who cares about them.</p> <p>Students will: Participate in all classroom activities and follow expected behavior norms Feel comfortable to share information with teacher/aides in regard to their learning and wellbeing needs Create goals for their learning and discuss with teachers how to reach their goal, take on feedback and suggestions to improve</p>			
Success Indicators	<p>Leaders will: Resource and timetable Classroom and Peer observations. Monitor curriculum documentation reflecting social and emotional learning.</p> <p>Teachers will: Monitor student engagement in wellbeing programs (feedback, participation, classroom observations). Documentation of wellbeing curriculum programs, referrals and communication in regards to monitoring and escalating wellbeing concerns. Documentation of strategies students will use in classes and at school. Use data to identify students in need of support or at risk</p> <p>Students will: Be confident in classroom environments Share their learning goals and how they have used feedback to achieve them</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Zones Professional Development Session for all staff - Research the social emotional development of students. Professional development books	<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
School Wide Positive Behaviour - begin the process, to re focus goals and positive reinforcement. Building sense of belonging. Teachers released to plan, and visit schools. 8 CRT days.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,200.00 <input type="checkbox"/> Equity funding will be used

Preparing for Puberty Year 5 / 6 student Health	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$900.00 <input checked="" type="checkbox"/> Equity funding will be used
Embed wellbeing curriculum documents in classroom teaching practises using HITs	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<p>Strengthen and embed the school wide approach to communication with parents/carers and plan for school facilities and grounds works that mean every school is a great place to learn.</p> <p>Complete Central Highlands Area Cultural Inclusion Checklist. See Maurang Priority attached.</p>			
Outcomes	<p>Leaders will: Have a clear understanding of their next steps towards enhancing inclusion. Invite and encourage the wider school community to be part of the school. Model strong relationships with students, parents and carers to ensure they feel connected</p> <p>Teachers will: Teachers will have strong relationships with students and parents/carers Make students feel connected to their school and have a positive attitude to attendance. Regularly connect with parents and carers of students through communication channels.</p> <p>Students will:</p>			

	Develop a sense of pride in their school Be encouraged to use their voice to share ways to improve our grounds			
Success Indicators	<p>Leaders will: Whole school surveys (AtoSS), (SSS) Appoint Koorie Curriculum Champion, allow provision of time for staff member to plan for next steps Keep evidence of implementation of items in the Central Highlands Area Cultural Inclusion Checklist</p> <p>Teachers will: Monitor student engagement with aim of receiving positive student survey data, Conduct regular Pulse checks with parents/carers and students, Monitor student attendance and follow up when students are absent for 2 or more days</p> <p>Students will: Attend school regularly Acknowledge different cultures and beliefs across different curriculum areas Active student voice meetings and reviews</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Maurang Plan....See attached priority form. Appoint Koorie Curriculum champion. Allow time (1 CRT day) to plan next steps for cultural inclusion	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Student Agency & Voice - Professional development session or book resource for all staff. CRT Days to release teachers to audit curriculum and visit school who are doing student agency and voice really well.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <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	\$32,100.00	\$32,100.00
Additional Equity funding	\$55,986.78	\$55,986.78
Grand Total	\$88,086.78	\$88,086.78

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<p>PLC instructional leaders to complete PLC training. Appoint 2 staff - Professional development days to cover CRT costs. (8 days each) to lead and support teams in the implementation.</p> <p>Weekly PLC meetings Scheduled</p> <p>Establish PLC structures across the school, establish norms and protocols. Two inquiries a term (Numeracy and Writing).</p> <p>Complete Maturity Matrix self evaluation twice a year to track and monitor PLC progression.</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p> <p><input checked="" type="checkbox"/> CRT</p>	\$6,000.00	\$6,000.00
<p>Mathematics - Whole school Professional Development session with Michael Ymer to build teacher confidence and increase student engagement in mathematics.</p> <p>Resources Top Ten Numeracy</p>	<p>from: Term 1 to: Term 2</p>	<p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p>	\$6,200.00	\$6,200.00

Synthetic Phonics Program - Junior PLC teachers to complete professional learning	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$2,500.00	\$2,500.00
Classroom Observations & Learning Walks One Peer Observation per person completed each term with reflection notes.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$2,400.00	\$2,400.00
Writing Curriculum - Embed school wide instructional model to writing. Build on teacher capacity to teach writing in areas of ideas, sentence structure etc. 6 plus 1 traits of writing Reference Books, classroom observation visits, professional development experiences.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$7,100.00	\$7,100.00
Zones Professional Development Session for all staff - Research the social emotional development of students. Professional development books	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)	\$1,000.00	\$1,000.00
Preparing for Puberty Year 5 / 6 student Health	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Support services	\$900.00	\$900.00
Student Agency & Voice - Professional development session or book resource for all staff. CRT Days to release teachers to audit curriculum and visit school who are doing student agency and voice really well.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$6,000.00	\$6,000.00
Totals			\$32,100.00	\$32,100.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Louise McLay STAP and intervention support - Credit line of Equity	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$45,891.00	\$45,891.00
Technology Upgrades	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$8,000.00	\$8,000.00
Wellbeing Journals for all students Prep to Grade 6	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,095.78	\$2,095.78
Totals			\$55,986.78	\$55,986.78

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>PLC instructional leaders to complete PLC training. Appoint 2 staff - Professional development days to cover CRT costs. (8 days each) to lead and support teams in the implementation.</p> <p>Weekly PLC meetings Scheduled</p> <p>Establish PLC structures across the school, establish norms and protocols. Two inquiries a term (Numeracy and Writing).</p> <p>Complete Maturity Matrix self evaluation twice a year to track and monitor PLC progression.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site PLC training
<p>Classroom Observations & Learning Walks</p> <p>One Peer Observation per person completed each term with reflection notes.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>School Wide Positive Behaviour - begin the process, to re focus goals and positive reinforcement.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement partnerships 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Building sense of belonging. Teachers released to plan, and visit schools. 8 CRT days.</p>						
<p>Student Agency & Voice - Professional development session or book resource for all staff. CRT Days to release teachers to audit curriculum and visit school who are doing student agency and voice really well.</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Student voice, including input and feedback</p>	<p><input checked="" type="checkbox"/> Professional Practice Day</p>	<p><input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff</p>	<p><input checked="" type="checkbox"/> Off-site School Visits</p>