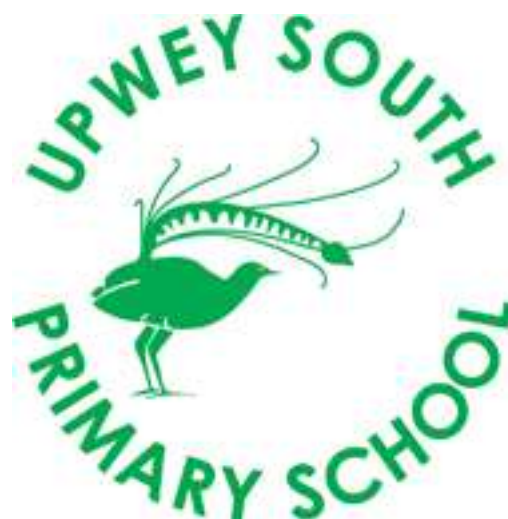


# 2020 Annual Implementation Plan

## for improving student outcomes

Upwey South Primary School (4894)



Submitted for review by Damien Kitch (School Principal) on 19 March, 2020 at 02:26 PM  
Endorsed by Scott Crawford (Senior Education Improvement Leader) on 06 May, 2020 at 02:55 PM  
Endorsed by Peta Cartwright (School Council President) on 06 May, 2020 at 03:00 PM

## Self-evaluation Summary - 2020

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
<b>Professional leadership</b>	Building leadership teams	Evolving
	Instructional and shared leadership	Emerging
	Strategic resource management	Emerging moving towards Evolving
	Vision, values and culture	Emerging

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

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

<b>Enter your reflective comments</b>	With an increased understanding of evidence-based practice in the area of Literacy, the next steps are for the school to embed consistency across delivery. The SWPBL rollout has made traction in 2019, maximising on-task opportunities for students. The school will now begin undertaking the TFI for Level One accreditation.
<b>Considerations for 2020</b>	Continue to embed consistency in the area of Literacy across the school.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>Develop shared and agreed school-wide practice, in the curriculum area of English; therefore improving individual learning outcomes.</b>
<b>Target 1.1</b>	By 2021, using NAPLAN data, in Reading and Writing, the percentage of students attaining high learning growth will be at or above 25%.
<b>Target 1.2</b>	By 2021, using NAPLAN data, in Reading and Writing, the percentage of students attaining low learning growth will be at or below 25%.
<b>Target 1.3</b>	By 2021, in each of the Literacy based dimensions, the percentage of students in the top two NAPLAN bands in Year 3 and Year 5 will match or exceed similar schools mean by 5%.
<b>Target 1.4</b>	By 2021 all students to make at least one year's growth in Literacy, using PAT Reading Data, Benchmarking, and teacher judgements.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop shared and agreed school-wide teaching and learning practices, in the curriculum area of English.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Build capacity of staff in assessment practices, in the curriculum area of English.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Build teacher capacity in instructional and pedagogical models and practices, in the curriculum area of English.

<b>Goal 2</b>	<b>Develop shared and agreed school-wide practice, in the curriculum area of Mathematics; therefore improving individual learning outcomes.</b>
<b>Target 2.1</b>	By 2021, using NAPLAN data in Numeracy, the percentage of students attaining high learning growth will be at or above 25%.
<b>Target 2.2</b>	By 2021, using NAPLAN data in Numeracy, the percentage of students attaining low learning growth will be at or below 25%.
<b>Target 2.3</b>	By 2021, in Numeracy, the percentage of students in the top two NAPLAN bands in Year 3 and Year 5 will match or exceed similar schools mean by 5%.
<b>Target 2.4</b>	By 2021 all students to make at least one year's growth in Numeracy, using PAT Mathematics Data, and teacher judgements.
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Develop shared and agreed school-wide teaching and learning practices, in the curriculum area of Mathematics.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build capacity of staff in assessment practices, in the curriculum area of Mathematics.
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Build teacher capacity in instructional and pedagogical models and practices, in the curriculum area of Mathematics.

<b>Goal 3</b>	<b>To develop empowered, self-regulating and engaged learners.</b>
<b>Target 3.1</b>	By 2021 the proportion of students with 20+ days of absence per year will be less than the similar schools.
<b>Target 3.2</b>	By 2021 to attain and / or maintain 80% or greater positive responses to the Student Attitudes to School Survey factors related to the <b>Learner Characteristics and Disposition</b> domain ( <i>Learning Confidence, Resilience, Motivation and Interest, Self-Regulation and Goal Setting</i> ).
<b>Target 3.3</b>	By 2021, the School Staff Survey factor <b>Implementation- Promote student ownership of learning goals</b> will be at or above 70%. (Survey question response: <i>Teachers in this school promote student ownership of learning goals and learning progress</i> ).
<b>Target 3.4</b>	By 2021, the overall percentage of positive responses on the Parent Opinion Survey on each factor related to the <b>Parent Community Engagement Domain: Parent Participation and Involvement, and the Student Development Domain: Student Agency and Voice, and Confidence and Resiliency Skills</b> will be at or above 80%.
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Implement initiatives that cultivate voice, agency and leadership in the school's program.
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Build teacher capacity to plan and deliver curriculum that provides authentic connection to the real world.

<b>Goal 4</b>	<b>To build resilience, responsibility and respect across the school community.</b>
<b>Target 4.1</b>	By 2021, the overall percentage of positive responses on the Student Attitudes to School Survey in the <b>Social Engagement</b> Domain, will be at or above 85% ( <i>Sense of Connectedness</i> and <i>Inclusion</i> factors).
<b>Target 4.2</b>	By 2021 to attain and / or maintain 80% or greater positive responses to the Student Attitudes to School Survey factors related to the <b>Student Safety</b> Domain ( <i>Advocate at School, Managing Bullying, Respect for Diversity</i> ).
<b>Target 4.3</b>	By 2021, the overall percentage of positive responses on the Parent Opinion Survey on each factor related to the <b>Safety</b> Domain: <i>Managing Bullying, Promoting Positive Behaviour, and Respect for Diversity</i> will be at or above 80%.
<b>Target 4.4</b>	By 2021, the overall percentage of positive responses on the School Climate Survey on each factor related to the <b>School Leadership Domain</b> ( <i>Intellectual Stimulation, Parent and Community Involvement, Engagement, and Outreach</i> ) and the <b>Professional Learning Domain</b> ( <i>Applicability of Professional Learning, and Coherence</i> ) will be at or above 80%.
<b>Key Improvement Strategy 4.a</b> Building communities	Build teacher capacity in the delivery of the School Wide Positive Behaviour Support framework across the school community.
<b>Key Improvement Strategy 4.b</b> Parents and carers as partners	Engage the parent community in improving the learning, engagement and wellbeing of their children.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>Develop shared and agreed school-wide practice, in the curriculum area of English; therefore improving individual learning outcomes.</b></p>	<p>Yes</p>	<p>By 2021, using NAPLAN data, in Reading and Writing, the percentage of students attaining high learning growth will be at or above 25%.</p>	<p>using NAPLAN data, in Reading and Writing, the percentage of students attaining high learning growth will be at or above 25%</p>
		<p>By 2021, using NAPLAN data, in Reading and Writing, the percentage of students attaining low learning growth will be at or below 25%.</p>	<p>using NAPLAN data, in Reading and Writing, the percentage of students attaining low learning growth will be at or below 25%.</p>
		<p>By 2021, in each of the Literacy based dimensions, the percentage of students in the top two NAPLAN bands in Year 3 and Year 5 will match or exceed similar schools mean by 5%.</p>	<p>in each of the Literacy based dimensions, the percentage of students in the top two NAPLAN bands in Year 3 and Year 5 will exceed 30%</p>
		<p>By 2021 all students to make at least one year's growth in Literacy, using PAT Reading Data, Benchmarking, and teacher judgements.</p>	<p>all students to make at least one year's growth in Literacy, using PAT Reading Data, Benchmarking, and teacher judgements.</p>



<p><b>Develop shared and agreed school-wide practice, in the curriculum area of Mathematics; therefore improving individual learning outcomes.</b></p>	<p>No</p>	<p>By 2021, using NAPLAN data in Numeracy, the percentage of students attaining high learning growth will be at or above 25%.</p>	
		<p>By 2021, using NAPLAN data in Numeracy, the percentage of students attaining low learning growth will be at or below 25%.</p>	
		<p>By 2021, in Numeracy, the percentage of students in the top two NAPLAN bands in Year 3 and Year 5 will match or exceed similar schools mean by 5%.</p>	
		<p>By 2021 all students to make at least one year's growth in Numeracy, using PAT Mathematics Data, and teacher judgements.</p>	
<p><b>To develop empowered, self-regulating and engaged learners.</b></p>	<p>No</p>	<p>By 2021 the proportion of students with 20+ days of absence per year will be less than the similar schools.</p>	
		<p>By 2021 to attain and / or maintain 80% or greater positive responses to the Student Attitudes to School Survey factors related to the <b>Learner Characteristics and Disposition</b> domain (<i>Learning Confidence, Resilience, Motivation and Interest, Self-Regulation and Goal Setting</i>).</p>	

		By 2021, the School Staff Survey factor <b>Implementation- Promote student ownership of learning goals</b> will be at or above 70%. (Survey question response: <i>Teachers in this school promote student ownership of learning goals and learning progress</i> ).	
		By 2021, the overall percentage of positive responses on the Parent Opinion Survey on each factor related to the <b>Parent Community Engagement Domain: Parent Participation and Involvement, and the Student Development Domain: Student Agency and Voice, and Confidence and Resiliency Skills</b> will be at or above 80%.	
<b>To build resilience, responsibility and respect across the school community.</b>	Yes	By 2021, the overall percentage of positive responses on the Student Attitudes to School Survey in the <b>Social Engagement Domain</b> , will be at or above 85% ( <i>Sense of Connectedness and Inclusion</i> factors).	the overall percentage of positive responses on the Student Attitudes to School Survey in the Social Engagement Domain, will be at or above 70% ( <i>Sense of Connectedness and Inclusion</i> factors).
		By 2021 to attain and / or maintain 80% or greater positive responses to the Student Attitudes to School Survey factors related to the <b>Student Safety Domain</b> ( <i>Advocate at School, Managing Bullying, Respect for Diversity</i> ).	to attain 70% or greater positive responses to the Student Attitudes to School Survey factors related to the Student Safety Domain ( <i>Advocate at School, Managing Bullying, Respect for Diversity</i> ).
		By 2021, the overall percentage of positive responses on the Parent Opinion Survey on each factor related to the <b>Safety</b>	the overall percentage of positive responses on the Parent Opinion Survey on each factor related to the Safety Domain: <i>Managing Bullying, Promoting</i>

		<p>Domain: <i>Managing Bullying, Promoting Positive Behaviour, and Respect for Diversity</i> will be at or above 80%.</p>	<p>Positive Behaviour, and Respect for Diversity will be at or above 80%.</p>
		<p>By 2021, the overall percentage of positive responses on the School Climate Survey on each factor related to the <b>School Leadership Domain</b> (<i>Intellectual Stimulation, Parent and Community Involvement, Engagement, and Outreach</i>) and the <b>Professional Learning Domain</b> (<i>Applicability of Professional Learning, and Coherence</i>) will be at or above 80%.</p>	<p>the overall percentage of positive responses on the School Climate Survey on each factor related to the School Leadership Domain (Intellectual Stimulation, Parent and Community Involvement, Engagement, and Outreach) and the Professional Learning Domain (Applicability of Professional Learning, and Coherence) will be at or above 65%.</p>

<b>Goal 1</b>	<b>Develop shared and agreed school-wide practice, in the curriculum area of English; therefore improving individual learning outcomes.</b>	
<b>12 Month Target 1.1</b>	using NAPLAN data, in Reading and Writing, the percentage of students attaining high learning growth will be at or above 25%	
<b>12 Month Target 1.2</b>	using NAPLAN data, in Reading and Writing, the percentage of students attaining low learning growth will be at or below 25%.	
<b>12 Month Target 1.3</b>	in each of the Literacy based dimensions, the percentage of students in the top two NAPLAN bands in Year 3 and Year 5 will exceed 30%	
<b>12 Month Target 1.4</b>	all students to make at least one year's growth in Literacy, using PAT Reading Data, Benchmarking, and teacher judgements.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop shared and agreed school-wide teaching and learning practices, in the curriculum area of English.	Yes
<b>KIS 2</b> Curriculum planning and assessment	Build capacity of staff in assessment practices, in the curriculum area of English.	No
<b>KIS 3</b> Building practice excellence	Build teacher capacity in instructional and pedagogical models and practices, in the curriculum area of English.	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.	In order to build upon the DSSI partnership, the school will work to embed consistent practices in the area of Literacy. With a focus upon the notion of F-2 Learning to Read and 3-6 Reading to Learn. The school will also work to build teacher practice in the delivery of the GRR, alongside SOLO Taxonomy and differentiated learning opportunities. Whole class teaching will continue to be complemented by Tier 2 and 3 interventions.	

<b>Goal 2</b>	<b>To build resilience, responsibility and respect across the school community.</b>	
<b>12 Month Target 2.1</b>	the overall percentage of positive responses on the Student Attitudes to School Survey in the Social Engagement Domain, will be at or above 70% (Sense of Connectedness and Inclusion factors).	
<b>12 Month Target 2.2</b>	to attain 70% or greater positive responses to the Student Attitudes to School Survey factors related to the Student Safety Domain (Advocate at School, Managing Bullying, Respect for Diversity).	
<b>12 Month Target 2.3</b>	the overall percentage of positive responses on the Parent Opinion Survey on each factor related to the Safety Domain: Managing Bullying, Promoting Positive Behaviour, and Respect for Diversity will be at or above 80%.	
<b>12 Month Target 2.4</b>	the overall percentage of positive responses on the School Climate Survey on each factor related to the School Leadership Domain (Intellectual Stimulation, Parent and Community Involvement, Engagement, and Outreach) and the Professional Learning Domain (Applicability of Professional Learning, and Coherence) will be at or above 65%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building communities	Build teacher capacity in the delivery of the School Wide Positive Behaviour Support framework across the school community.	Yes
<b>KIS 2</b> Parents and carers as partners	Engage the parent community in improving the learning, engagement and wellbeing of their children.	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.	As the school enters the second year of the Berry Street Education Model, there has been strong grounding set for improved on-task behaviours, which maximise learning opportunities. In 2020, the school will work further to embed Modules One and Two, along with the dedication of implementing Modules 3 and 4. The school will also undertake the TFI for SWPBL Blue Accreditation.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Develop shared and agreed school-wide practice, in the curriculum area of English; therefore improving individual learning outcomes.
<b>12 Month Target 1.1</b>	using NAPLAN data, in Reading and Writing, the percentage of students attaining high learning growth will be at or above 25%
<b>12 Month Target 1.2</b>	using NAPLAN data, in Reading and Writing, the percentage of students attaining low learning growth will be at or below 25%.
<b>12 Month Target 1.3</b>	in each of the Literacy based dimensions, the percentage of students in the top two NAPLAN bands in Year 3 and Year 5 will exceed 30%
<b>12 Month Target 1.4</b>	all students to make at least one year's growth in Literacy, using PAT Reading Data, Benchmarking, and teacher judgements.
<b>KIS 1</b> Building practice excellence	Develop shared and agreed school-wide teaching and learning practices, in the curriculum area of English.
<b>Actions</b>	Align the documented and delivered in the Year Three - Six Reading curriculum, developing staff capabilities to deliver differentiated teaching using learning from the DSSI partnership.
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply identified literacy strategies within their Reading, and be able to link these to a personalised Reading goal</li> <li>• be able to apply Reading terminology- such as making connections within, beyond and about the text</li> </ul> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> <li>• understand and explicitly use identified Reading teaching strategies</li> <li>• undertake Fountas &amp; Pinnell at least once per term</li> <li>• differentiate Reading activities within the Year 3-6 area through the SOLO Taxonomy (Steps to Success)</li> <li>• explicitly teach Reading terminology</li> <li>• take part in learning walks and collegiate practice, identifying clear links with their PDP</li> </ul> <p>Curriculum (Literacy) Leaders will:</p> <ul style="list-style-type: none"> <li>• co-lead professional learning around consistent implementation of the identified literacy teaching strategies</li> <li>• co-lead professional learning around differentiation of literacy tasks</li> <li>• model the identified literacy teaching strategies</li> </ul> <p>Leadership (Horizontal) will:</p> <ul style="list-style-type: none"> <li>• develop a deep understanding of identified Reading teaching strategies</li> <li>• lead and oversee the implementation of a structured Reading intervention program (MaqLit)</li> </ul>

	<ul style="list-style-type: none"> <li>co-lead professional learning around the identified Reading teaching strategies</li> <li>model the identified Reading teaching strategies</li> <li>conduct learning walks to monitor consistency of implementation</li> </ul>			
<b>Success Indicators</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>student work samples</li> <li>discussions during learning walks</li> <li>moderated assessment samples</li> <li>Fountas &amp; Pinnell Pensive</li> </ul> <p>Classroom teachers:</p> <ul style="list-style-type: none"> <li>lesson and unit plans</li> <li>notes from learning walks</li> <li>samples of Fountas &amp; Pinnell</li> <li>records of student conferences</li> </ul> <p>Curriculum (Literacy) Leaders:</p> <ul style="list-style-type: none"> <li>evidence of delivered professional learning</li> <li>pre- and post-testing of students within the structured intervention program</li> <li>lesson and unit plans</li> <li>student work samples</li> <li>moderated assessment samples</li> </ul> <p>Leadership (Horizontal):</p> <ul style="list-style-type: none"> <li>evidence of delivered professional learning</li> <li>notes from learning walks/observations</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
School-wide expectations will be clearly documented, based upon leanings from the DSSI	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00  <input type="checkbox"/> Equity funding will be used
Implement a schedule of professional learning for staff on identified literacy teaching strategies	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

	<input checked="" type="checkbox"/> Leadership Team		to: Term 4	<input type="checkbox"/> Equity funding will be used
Utilise effective pre and post data to identify students who will take part in Tier 2 and Tier 3 intervention programs	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used



<b>Goal 2</b>	<b>To build resilience, responsibility and respect across the school community.</b>
<b>12 Month Target 2.1</b>	the overall percentage of positive responses on the Student Attitudes to School Survey in the Social Engagement Domain, will be at or above 70% (Sense of Connectedness and Inclusion factors).
<b>12 Month Target 2.2</b>	to attain 70% or greater positive responses to the Student Attitudes to School Survey factors related to the Student Safety Domain (Advocate at School, Managing Bullying, Respect for Diversity).
<b>12 Month Target 2.3</b>	the overall percentage of positive responses on the Parent Opinion Survey on each factor related to the Safety Domain: Managing Bullying, Promoting Positive Behaviour, and Respect for Diversity will be at or above 80%.
<b>12 Month Target 2.4</b>	the overall percentage of positive responses on the School Climate Survey on each factor related to the School Leadership Domain (Intellectual Stimulation, Parent and Community Involvement, Engagement, and Outreach) and the Professional Learning Domain (Applicability of Professional Learning, and Coherence) will be at or above 65%.
<b>KIS 1</b> Building communities	Build teacher capacity in the delivery of the School Wide Positive Behaviour Support framework across the school community.
<b>Actions</b>	Embed a whole-school understanding of the School Wide Positive Behaviour Support framework  Ensure consistent use within the classroom and across the whole school, promoting on-task behaviours that maximise learning
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• be able to describe the school's expected behaviours and give examples of how they may be demonstrated in different contexts/classes</li> <li>• be able to identify the SWPBL in action (e.g. specific examples in their classes)</li> <li>• demonstrate behaviours consistent with the school's expected behaviours</li> </ul> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> <li>• consistently implement and articulate SWPBL within classes and at all school events</li> <li>• model positive and respectful relationships</li> <li>• develop individual plans to support students displaying Tier Two and Tier Three behaviours</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• model positive and respectful relationships at all times</li> <li>• have a strong knowledge of SWPBL</li> <li>• regularly monitor implementation and effectiveness of SWPBL, through the Tiered Fidelity Index (TFI)</li> </ul>

	<ul style="list-style-type: none"> <li>• support staff to use effective classroom practices</li> <li>• conduct learning walks to monitor consistency of implementation</li> </ul>			
<b>Success Indicators</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• SWPBL data, and improved outcomes on ATSS</li> <li>• conversations with teachers/leaders during learning walks</li> <li>• feedback from Junior School Council/Student Leaders</li> </ul> <p>Classroom teachers:</p> <ul style="list-style-type: none"> <li>• SWPBL data for individual classrooms</li> <li>• records of individual interventions or plans for students</li> <li>• notes from learning walks/classroom observations</li> <li>• lesson plans</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>• minutes from meetings and professional learning</li> <li>• collated school-wide data which articulates and identifies trends in behaviour</li> <li>• notes from learning walks/classroom observations</li> <li>• SWPBL data/ TFI Tracking</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Continue to embed the learning from Modules 1 and 2 of the Berry Street Education Model (BSEM)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used
School-wide engagement in Modules 3 and 4 of the BSEM	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Conducting regular student focus groups, providing opportunities for agency through avenues such as cohort specific and JSC	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,500.00	\$4,200.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$5,500.00</b>	<b>\$4,200.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Utilise effective pre and post data to identify students who will take part in Tier 2 and Tier 3 intervention programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Continue to embed the learning from Modules 1 and 2 of the Berry Street Education Model (BSEM)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$500.00	\$200.00
School-wide engagement in Modules 3 and 4 of the BSEM	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Conducting regular student focus groups, providing opportunities for agency through avenues such as cohort specific and JSC	from: Term 1 to: Term 4		\$1,000.00	\$0.00

<b>Totals</b>	\$5,500.00	\$4,200.00
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### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
School-wide expectations will be clearly documented, based upon learnings from the DSSI	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<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"/> School improvement partnerships <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implement a schedule of professional learning for staff on identified literacy teaching strategies	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
School-wide engagement in Modules 3 and 4 of the BSEM	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants BSEM	<input checked="" type="checkbox"/> On-site