

# 2021 Annual Implementation Plan

## for improving student outcomes

Clyde Primary School (3664)



Submitted for review by Michelle Mackenlay (School Principal) on 01 March, 2021 at 10:52 AM  
Endorsed by Anne Martin (Senior Education Improvement Leader) on 01 March, 2021 at 11:36 AM  
Endorsed by Jeewat Kaur Singh (School Council President) on 30 March, 2021 at 11:05 AM

## Self-evaluation Summary - 2021

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

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

Community engagement in learning	Building communities	Emerging
	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>	<p>Due to COVID-19, the school was required to adapt its focus for improvement in 2020.</p> <p>New ways to deliver and monitor student learning and explicit teacher were developed and used across the school. Students did not receive the full delivery of the expected curriculum, due to a large amount of the teaching being done during remote and flexible learning.</p> <p>Staff increased their use of digital technologies to communicate with parents and colleagues and to deliver and monitor student learning.</p> <p>Our 2020 AIP was not enacted as originally planned, it was adapted mid-year to focus on remote and flexible learning.</p>
<b>Considerations for 2021</b>	<p>Intervention and tutoring will be a major focus of 2021, so that we are able to 'catch up' students whose learning may have fallen behind. For these programs to be successful, structures, a whole school improvement focus, delivery and professional development will need to be priorities.</p> <p>The DET's Respectful Relationships program needs to be introduced and embedded into our school's practices by the end of 2021.</p>

	During 2020, the school identified that the digital platforms that we used for parent involvement and communication were not as effective as we would have liked. Therefore, the school is identifying and developing new platforms that better enhance access to all families to ensure all students have the best opportunities to engage with their learning and our school.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To improve learning growth for all students in Literacy and Numeracy.
<b>Target 2.1</b>	<p>BY 2022, the percentage of students in Year 5 in the top two bands of NAPLAN will increase to:</p> <ul style="list-style-type: none"> <li>- at or above 40% in Reading</li> <li>- at or above 25% in Writing</li> <li>- at or above 30% in Numeracy</li> </ul> <p>By 2022, the percentage of students in Year 3 in the top two bands of NAPLAN will increase to:</p> <ul style="list-style-type: none"> <li>- at or above 60% in Reading</li> <li>- at or above 50% in Writing</li> </ul>

	<ul style="list-style-type: none"> <li>- at or above 40% in Numeracy</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2022, the percentage of students making high relative growth in NAPLAN will increase to:</p> <ul style="list-style-type: none"> <li>- at or above 25% in Reading</li> <li>- at or above 25% in Writing</li> <li>- at or above 25% in Numeracy</li> </ul> <p>By 2022 the percentage of students in Year 5 making low relative growth will decrease to:</p> <ul style="list-style-type: none"> <li>- at or below 25% in Reading</li> <li>- at or below 25% in Writing</li> <li>- at or below 25% in Numeracy</li> </ul>
<p><b>Target 2.3</b></p>	<p>To achieve an 80%+ match rate between teacher judgement data and NAPLAN in Reading, Writing and Numeracy.</p>

<b>Target 2.4</b>	<p>By 2022, increase the percentage endorsement on the School Staff Survey for Collective Efficacy to at or above 75% and Academic Emphasis to at or above 80%.</p> <p>By 2022, increase the overall percentage positive response on the Attitudes to School Survey for the domain Student Voice and Agency to at or above 75%.</p> <p>By 2022, increase the percentage endorsement on the Parent Opinion Survey for Effective Teaching to at or above 85% and Student Agency and Voice to at or above 85%.</p>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	<p>Build capacity for teachers to enact high impact, evidence-based pedagogical practices.</p>
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	<p>Enhance the relationship between the curriculum standards, learning goals, learning activities and assessment strategies.</p>
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	<p>Establish formal avenues for students to give voice to their interests and needs, and to regularly have input into curriculum planning, teaching and assessment.</p>
<b>Goal 3</b>	<p>To build professional leadership to improve student learning outcomes.</p>
<b>Target 3.1</b>	<p>By 2022 increase the percentage endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>- School Leadership to at or above 85%</li> <li>- Collective Efficacy to at or above 75%</li> <li>- Collective Responsibility to at or above 90%</li> <li>- Teacher Collaboration to at or above 80%</li> </ul>

<b>Target 3.2</b>	<p>By 2022, increase the percentage positive response on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>- High Expectations for Success to at or above 90%</li> <li>- Stimulated Learning to at or above 90%</li> <li>- Learning Confidence to at or above 90%</li> </ul>
<b>Target 3.3</b>	<p>By 2022, increase the percentage endorsement on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>- Teacher Communication to at or above 85%</li> <li>- School Improvement to at or above 85%</li> <li>- General Satisfaction to at or above 85%</li> </ul>
<b>Key Improvement Strategy 3.a</b> Building leadership teams	Enhance the culture of review, reflection, responsibility and shared accountability for school improvement.
<b>Key Improvement Strategy 3.b</b> Building leadership teams	Build leadership capacity, including distributed leadership, to achieve school improvement.

## 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.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>By the end of Semester 1 the percentage of students accessing Tier 2 Intervention in Reading will decrease from 18.8% to 15%.</p> <p>By the end of Semester 1 the percentage of students accessing Tier 3 Intervention in Reading will decrease from 15.9% to 10%.</p> <p>By the end of Semester 1 the percentage of students accessing Tier 2 Intervention in Number will decrease from 18.4% to 15%.</p> <p>By the end of Semester 1 the percentage of students accessing Tier 3 Intervention in Number will decrease to 16.7% to 10%.</p> <p>By the end of 2021, increase the overall percentage of positive responses on the Attitudes to School Survey for the domain:            Student Voice and Agency to at or above 60%            Learning Confidence to at or above 35%            By 2021, the percentage of students in Year 5 in the top 2 bands of NAPLAN will increase to:            -at or above 37% in Reading</p>

			<p>-at or above 17.5% in Writing -at or above 25% in Numeracy</p> <p>By 2021, the percentage of students in Year 3 in the top 2 bands of NAPLAN will increase to: -at or above 58% in Reading -at or above 50% in Writing -at or above 34% in Numeracy</p> <p>By 2021, the percentage of students making high relative growth in NAPLAN will increase to: -at or above 25% in Reading -at or above 25% in Writing -at or above 20% in Numeracy</p> <p>By 2021, the percentage of students in Year 5 making low relative growth will decrease to: -at or below 32% in Reading -at or below 25% in Writing -at or below 27.5% in Numeracy</p>
To improve learning growth for all students in Literacy and Numeracy.	No	<p>BY 2022, the percentage of students in Year 5 in the top two bands of NAPLAN will increase to:</p> <ul style="list-style-type: none"> <li>- at or above 40% in Reading</li> <li>- at or above 25% in Writing</li> <li>- at or above 30% in Numeracy</li> </ul>	

		<p>By 2022, the percentage of students in Year 3 in the top two bands of NAPLAN will increase to:</p> <ul style="list-style-type: none"> <li>- at or above 60% in Reading</li> <li>- at or above 50% in Writing</li> <li>- at or above 40% in Numeracy</li> </ul>	
		<p>By 2022, the percentage of students making high relative growth in NAPLAN will increase to:</p> <ul style="list-style-type: none"> <li>- at or above 25% in Reading</li> <li>- at or above 25% in Writing</li> <li>- at or above 25% in Numeracy</li> </ul> <p>By 2022 the percentage of students in Year 5 making low relative growth will decrease to:</p> <ul style="list-style-type: none"> <li>- at or below 25% in Reading</li> <li>- at or below 25% in Writing</li> <li>- at or below 25% in Numeracy</li> </ul>	

		To achieve an 80%+ match rate between teacher judgement data and NAPLAN in Reading, Writing and Numeracy.	
		<p>By 2022, increase the percentage endorsement on the School Staff Survey for Collective Efficacy to at or above 75% and Academic Emphasis to at or above 80%.</p> <p>By 2022, increase the overall percentage positive response on the Attitudes to School Survey for the domain Student Voice and Agency to at or above 75%.</p> <p>By 2022, increase the percentage endorsement on the Parent Opinion Survey for Effective Teaching to at or above 85% and Student Agency and Voice to at or above 85%.</p>	
To build professional leadership to improve student learning outcomes.	No	<p>By 2022 increase the percentage endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>- School Leadership to at or above 85%</li> <li>- Collective Efficacy to at or above 75%</li> <li>- Collective Responsibility to at or above 90%</li> <li>- Teacher Collaboration to at or above 80%</li> </ul>	

		<p>By 2022, increase the percentage positive response on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>- High Expectations for Success to at or above 90%</li> <li>- Stimulated Learning to at or above 90%</li> <li>- Learning Confidence to at or above 90%</li> </ul>	
		<p>By 2022, increase the percentage endorsement on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>- Teacher Communication to at or above 85%</li> <li>- School Improvement to at or above 85%</li> <li>- General Satisfaction to at or above 85%</li> </ul>	

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>By the end of Semester 1 the percentage of students accessing Tier 2 Intervention in Reading will decrease from 18.8% to 15%.</p> <p>By the end of Semester 1 the percentage of students accessing Tier 3 Intervention in Reading will decrease from 15.9% to 10%.</p> <p>By the end of Semester 1 the percentage of students accessing Tier 2 Intervention in Number will decrease from 18.4% to 15%.</p> <p>By the end of Semester 1 the percentage of students accessing Tier 3 Intervention in Number will decrease to 16.7% to 10%.</p>

	<p>By the end of 2021, increase the overall percentage of positive responses on the Attitudes to School Survey for the domain: Student Voice and Agency to at or above 60% Learning Confidence to at or above 35%</p> <p>By 2021, the percentage of students in Year 5 in the top 2 bands of NAPLAN will increase to: -at or above 37% in Reading -at or above 17.5% in Writing -at or above 25% in Numeracy</p> <p>By 2021, the percentage of students in Year 3 in the top 2 bands of NAPLAN will increase to: -at or above 58% in Reading -at or above 50% in Writing -at or above 34% in Numeracy</p> <p>By 2021, the percentage of students making high relative growth in NAPLAN will increase to: -at or above 25% in Reading -at or above 25% in Writing -at or above 20% in Numeracy</p> <p>By 2021, the percentage of students in Year 5 making low relative growth will decrease to: -at or below 32% in Reading -at or below 25% in Writing -at or below 27.5% in Numeracy</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b>	Connected schools priority	Yes

Building communities		
<p>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.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>By the end of Semester 1 the percentage of students accessing Tier 2 Intervention in Reading will decrease from 18.8% to 15%.            By the end of Semester 1 the percentage of students accessing Tier 3 Intervention in Reading will decrease from 15.9% to 10%.            By the end of Semester 1 the percentage of students accessing Tier 2 Intervention in Number will decrease from 18.4% to 15%.            By the end of Semester 1 the percentage of students accessing Tier 3 Intervention in Number will decrease to 16.7% to 10%.</p> <p>By the end of 2021, increase the overall percentage of positive responses on the Attitudes to School Survey for the domain:            Student Voice and Agency to at or above 60%            Learning Confidence to at or above 35%</p> <p>By 2021, the percentage of students in Year 5 in the top 2 bands of NAPLAN will increase to:            -at or above 37% in Reading            -at or above 17.5% in Writing            -at or above 25% in Numeracy</p> <p>By 2021, the percentage of students in Year 3 in the top 2 bands of NAPLAN will increase to:            -at or above 58% in Reading            -at or above 50% in Writing            -at or above 34% in Numeracy</p> <p>By 2021, the percentage of students making high relative growth in NAPLAN will increase to:            -at or above 25% in Reading            -at or above 25% in Writing            -at or above 20% in Numeracy</p> <p>By 2021, the percentage of students in Year 5 making low relative growth will decrease to:            -at or below 32% in Reading            -at or below 25% in Writing            -at or below 27.5% in Numeracy</p>
<b>KIS 1</b>	Learning, catch-up and extension priority

<b>Curriculum planning and assessment</b>				
<b>Actions</b>	<p>Develop/ embed data literacy of teachers and education support staff to inform their understanding of student needs and progress and identify students requiring additional support in intervention/ tutoring program.</p> <p>Develop and embed whole school literacy and numeracy intervention/ tutoring program.</p> <p>Plan whole school professional learning on identified core-curriculum priority area (literacy/ spelling program).</p> <p>Develop structures and processes to ensure students are able to participate in curriculum planning, teaching and assessment. (KIS 1c)</p>			
<b>Outcomes</b>	<p>Teachers will collect and analyse data consistently to identify students working below expected level.</p> <p>Teachers and support staff will consistently implement agreed intervention based on data.</p> <p>Students will experience success and celebrate the acquisition of knowledge. Teachers and support staff will demonstrate greater consistency of teaching approaches.</p> <p>Teachers will ensure students interests and needs are considered and voiced in curriculum planning and teaching.</p>			
<b>Success Indicators</b>	<p>Teacher records and observations of student progress.</p> <p>Practices and changes in pedagogy are visible in classrooms through observations.</p> <p>Data walls indicate student progress.</p> <p>Teacher's formative assessment data and teacher judgement data to show improvement.</p> <p>Students identified at Tier 2 and Tier 3 will demonstrate growth leading to a decrease in percentage of students accessing Tier 2 and 3 intervention.</p> <p>Student surveys will indicate improved outcomes in Student Voice and Agency (ATToS)</p> <p>PLT observations and minutes will show evidence of direct focus on student agency.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop consistency in processes and refine purpose when collecting and monitoring intervention data. Investigate Math's online interview - F to 2 and PAT - Whole School.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Embed/ maintain a range of PLC protocols to ensure consistency of purposeful data discussions across the school.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Ensure that individual and tailored support is provided on a consistent basis utilising newly developed intervention program and incorporating tutoring program.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <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
Teachers and support staff will deliver a structured intervention program across the school. Leaders will build capacity for staff to undertake intervention delivery.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide PD to teachers and support staff e.g, Little Learners Love Literacy, Student Agency, PAT etc.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Provide professional learning on teaching and assessment practices through professional mentoring.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used

Review PLC protocols and establish processes to enable student agency.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	Establish a whole school approach to social-emotional learning. Develop structures and processes to ensure students are able to give voice to their interests and needs, to inform school practices, policies and programs. (KIS 1c)			
<b>Outcomes</b>	Teachers and leaders will integrate social-emotional learning into school practices, policies and programs. Members of the wellbeing team will engage with networks to strengthen their knowledge in order to implement social and emotional learning across the school. Student focus groups are run regularly to inform school improvement.			
<b>Success Indicators</b>	Practices and changes in pedagogy are visible in classrooms through observations. Documented action plan, baseline assessment, frameworks, policies and programs. Shared professional learning goals are reflected in relevant staff PDPs. Staff will demonstrate increased confidence in the implementation of a social and emotional learning program. Student surveys will indicate improved outcomes in Student Voice and Agency (ATToS)			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00  <input type="checkbox"/> Equity funding will be used

Wellbeing team members contribute to the development of the curriculum unit in Wellbeing Team meetings.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$100,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Development and purchasing of curriculum resources	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Participation in networks by relevant wellbeing staff to inform practice	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Enhance Curriculum Team processes to enable student agency.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Strengthen the engagement with parents, incorporating the new ways in which schools connected during remote and flexible learning. Use parents surveys and focus groups to review and reflect on school improvement. (KIS 2a)			
<b>Outcomes</b>	Teachers will have stronger relationships with students and parents/carers/kin. Teachers are regularly connecting with the parents/carers/kin. The wider school community feels welcome in the school and regularly use the school facilities. Parents will have a range of opportunities to connect with the school			

Success Indicators	Positive parent survey data (internal surveys/focus groups) Parent surveys will indicate improved outcomes in School Improvement. Parent engagement in digital programs.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Introduce school community to Compass platform, including parents and professional learning for staff.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Expand community access to school newsletters and school information.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00  <input type="checkbox"/> Equity funding will be used
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Provide access to and promote information in appropriate community languages.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Establishing effective processes for gathering feedback from parents for school improvement.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00  <input type="checkbox"/> Equity funding will be used



## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$242,500.00	\$1,214,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$242,500.00</b>	<b>\$1,214,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Develop consistency in processes and refine purpose when collecting and monitoring intervention data. Investigate Math's online interview - F to 2 and PAT - Whole School.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$50,000.00
Teachers and support staff will deliver a structured intervention program across the school. Leaders will build capacity for staff to undertake intervention delivery.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$100,000.00	\$100,000.00
Wellbeing team members contribute to the development of the curriculum unit in Wellbeing Team meetings.	from: Term 1		\$100,000.00	\$1,000,000.00

	to: Term 3			
Development and purchasing of curriculum resources	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,000.00	\$4,000.00
Participation in networks by relevant wellbeing staff to inform practice	from: Term 1 to: Term 4		\$28,000.00	\$50,000.00
Introduce school community to Compass platform, including parents and professional learning for staff.	from: Term 1 to: Term 3		\$5,500.00	\$10,000.00
<b>Totals</b>			\$242,500.00	\$1,214,000.00

### Additional Equity spend

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop consistency in processes and refine purpose when collecting and monitoring intervention data. Investigate Math's online interview - F to 2 and PAT - Whole School.	<ul style="list-style-type: none"> <li>✓ Leading Teacher(s)</li> <li>✓ Learning Specialist(s)</li> <li>✓ PLT Leaders</li> <li>✓ Teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Design of formative assessments</li> <li>✓ Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Professional Practice Day</li> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li>✓ Literacy expertise</li> <li>✓ PLC Initiative</li> <li>✓ Internal staff</li> <li>✓ Bastow program/course</li> <li>✓ Learning Specialist</li> <li>✓ Departmental resources</li> </ul> <p>Insight Platform Math's Online Interview</p>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Ensure that individual and tailored support is provided on a consistent basis utilising newly developed intervention program and incorporating tutoring program.	<ul style="list-style-type: none"> <li>✓ Education Support</li> <li>✓ Learning Specialist(s)</li> <li>✓ Teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Preparation</li> <li>✓ Moderated assessment of student learning</li> <li>✓ Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Professional Practice Day</li> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ Network Professional Learning</li> <li>✓ Area Principal Forums</li> </ul>	<ul style="list-style-type: none"> <li>✓ SEIL</li> <li>✓ Bastow program/course</li> <li>✓ High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Teachers and support staff will deliver a structured intervention program across the school. Leaders will build capacity for staff to undertake intervention delivery.	<ul style="list-style-type: none"> <li>✓ Education Support</li> <li>✓ Leadership Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Moderated assessment of student learning</li> <li>✓ Curriculum development</li> <li>✓ Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Professional Practice Day</li> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Internal staff</li> <li>✓ Learning Specialist</li> <li>✓ Literacy Leaders</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

	<input checked="" type="checkbox"/> Teacher(s)			<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Provide PD to teachers and support staff e.g, Little Learners Love Literacy, Student Agency, PAT etc.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Provide professional learning on teaching and assessment practices through professional mentoring.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <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"/> 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
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	<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"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relationships	<input checked="" type="checkbox"/> On-site

