2020 Annual Implementation Plan

for improving student outcomes

Fairfield Primary School (2711)

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding

Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	Throughout 2019, there have been a number of school improvement initiatives that have been sustained and which have resulted in improved student outcomes and teacher practice.
	BUILDING PRACTICE EXCELLENCE - Peer observations form part of the school's school improvement cycle, aligned with our Writing goal. The appointment of a Literacy Learning Specialist and improved teacher capacity, particularly with implementation of the Reading lesson structure.
	CURRICULUM PLANNING AND ASSESSMENT - PLCs are embedded into our meeting schedule. Teams meet four times per term, guided by the Inquiry School Improvement Model. This has impacted planning with more precision.
	BUILDING LEADERSHIP TEAMS - The introduction of School Improvement Teams has provided broader leadership opportunities for staff.
	EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE - Data within the ATOSS has not improved in the areas of Respect. Student Agency has evolved through goal-setting.
	SETTING EXPECTATIONS AND PROMOTING INCLUSION- The School Vision is visible and articulated regularly to staff. The 2019 Assistant Principal appointment has seen a renewed focus on consistency with behaviour management; this is supported through the Wellbeing School Improvement Team.
Considerations for 2020	**BUILDING PRACTICE EXCELLENCE** - Revisiting core elements of Readers Workshop Model; Effective Writing Conferences. Professional learning in the area of Gifted and Talented students.
	CURRICULUM PLANNING AND ASSESSMENT - Continuation of elements described above.
	BUILDING LEADERSHIP TEAMS - Consideration of role of Numeracy Learning Specialist who has been appointed for the commencement of 2020.
	EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE - Coconstruction of effective learning goals.
	SETTING EXPECTATIONS AND PROMOTING INCLUSION - Restorative Practice PD.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To Improve literacy outcomes for all students
Target 1.1	By 2022, 70 per cent of Year 3 students and 50 per cent of Year 5 students be in the top two bands in NAPLAN Writing.
Target 1.2	By 2022 the percentage of students in Years 3 to 5 achieving low relative growth in Reading be reduced to 20 per cent.
Key Improvement Strategy 1.a Curriculum planning and assessment	Fully develop and implement the Fairfield PS instructional model for Reading and Writing to promote high quality teaching and learning in literacy (CPA).
Key Improvement Strategy 1.b Building practice excellence	Build the capacity of all staff to consistently use evidence–based targeted high impact teaching practices in Reading and Writing across the school through the structures of the Professional Learning Community (BPE).
Key Improvement Strategy 1.c Curriculum planning and assessment	Build teacher capability to analyse and utilise data and collaborate in designing a range of formative and summative assessment strategies to teach to a student's point of learning in Literacy (CPA).
Goal 2	To Improve student health, wellbeing and engagement.
Target 2.1	By 2022, improve AToSS data on classroom behaviour on students at this school treat teachers respect across all Year levels to 65 per cent and students treat each other with respect to 55 per cent across all year levels.
Target 2.2	By 2022, evidence of whole–school documented learning programs in health, wellbeing and engagement that are developmental and scaffolded to meet students' needs.
Key Improvement Strategy 2.a Health and wellbeing	Staff develop and implement consistent health, wellbeing and engagement practices across the school.
Key Improvement Strategy 2.b Intellectual engagement & self-awareness	Staff develop strategies to implement the Victorian Curriculum personal and social learning capability across the school.

Key Improvement Strategy 2.c Parents and carers as partners	The school collaborates with parents/carers and families to develop students' social and emotional skills and capacity to self manage their behaviour.
Goal 3	To improve students' voice, agency and leadership.
Target 3.1	By 2022, improve Fairfield PS's position on the FISO continua Professional Leadership, Vision, Values and Culture dimension from embedding to excelling.
Target 3.2	By 2022, improve AToSS data on student voice, and agency on the items: 'I have a say in the things I learn', 'My teacher likes my ideas', and 'I am encouraged to share my ideas', to 70 per cent across Year levels 4, 5 and 6 for female and male students.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop teachers' shared understanding of and capacity to implement student voice, agency and leadership.
Key Improvement Strategy 3.b Vision, values and culture	Redevelop and implement Fairfield PS's vision collaboratively with all stakeholders.
Key Improvement Strategy 3.c Empowering students and building school pride	Leaders, staff and students co–design short and long term goals for each Annual Implementation Plan (AIP) across 2019–22, aligned to the vision, and values of the school
Key Improvement Strategy 3.d Intellectual engagement and self-awareness	Develop opportunities for students to be actively involved in regular conversations about what they are learning, why and their learning progression.

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.
To Improve literacy outcomes for all students	Yes	By 2022 70 per cent of Year 3 students and 50 per cent of Year 5 students be in the top two bands in NAPLAN Writing.	70 per cent of Year 3 students and 50 per cent of Year 5 students be in the top two bands in NAPLAN Writing
		By 2022 the percentage of students in Years 3 to 5 achieving low relative growth in Reading be reduced to 20 per cent.	Less than 20 per cent of students to achieve low relative growth in NAPLAN Writing.
To Improve student health, wellbeing and engagement.	Yes	By 2022, improve AToSS data on classroom behaviour on students at this school treat teachers respect across all Year levels to 65 per cent and students treat each other with respect to 55 per cent across all year levels.	60% of students agree that students treat teachers with respect. 55% of students agree that students treat each other with respect.
		By 2022, evidence of whole–school documented learning programs in health, wellbeing and engagement that are developmental and scaffolded to meet students' needs.	A documented sequenced approach to the teaching of Respectful Relationships which is aligned to Restorative Practices and Zones of Regulation

To improve students' voice, agency and leadership.	Yes	By 2022, improve Fairfield PS's position on the FISO continua Professional Leadership, Vision, Values and Culture dimension from embedding to excelling.	Move from Evolving to Embedding
		By 2022, improve AToSS data on student voice, and agency on the items: 'I have a say in the things I learn', 'My teacher likes my ideas', and 'I am encouraged to share my ideas', to 70 per cent across Year levels 4, 5 and 6 for female and male students.	2019 Data: 61%, 65% and 68% across Y4-6. 'I have a say in the things I learn' - to increase to 65% My teacher likes my ideas' - to increase to 67% 'I am encouraged to share my ideas' - to maintain at 68%

Goal 1	To Improve literacy outcomes for all students	
12 Month Target 1.1	70 per cent of Year 3 students and 50 per cent of Year 5 students be in the top two bands in NAPLAN Writing	
12 Month Target 1.2	Less than 20 per cent of students to achieve low relative growth in NAPLAN Writing.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Fully develop and implement the Fairfield PS instructional model for Reading and Writing to promote high quality teaching and learning in literacy (CPA).	Yes
KIS 2 Building practice excellence	Build the capacity of all staff to consistently use evidence–based targeted high impact teaching practices in Reading and Writing across the school through the structures of the Professional Learning Community (BPE).	Yes

KIS 3 Curriculum planning and assessment	Build teacher capability to analyse and utilise data and collaborate in designing a range of formative and summative assessment strategies to teach to a student's point of learning in Literacy (CPA).	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.	2019 data indictaes that we have achioeved the four year goal in Year 3 NAPLAN, but not in Year 5. In 2019 we established and embedded a number of writing initiatives which follow the FISO School Improvement Model, including PLCs, Peer Observations, Learning Specialist support. Due to the increasing number of students who are achieving in the top two NAPLAn bands and/or two years ahead, the school is committed to providing a challenging learning program. Actions reflect the high number of new staff that at FPS next year.	

Goal 2	To Improve student health, wellbeing and engagement.
12 Month Target 2.1	60% of students agree that students treat teachers with respect. 55% of students agree that students treat each other with respect.
12 Month Target 2.2	A documented sequenced approach to the teaching of Respectful Relationships which is aligned to Restorative Practices and Zones of Regulation

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Staff develop and implement consistent health, wellbeing and engagement practices across the school.	Yes
KIS 2 Intellectual engagement and self-awareness	Staff develop strategies to implement the Victorian Curriculum personal and social learning capability across the school.	Yes
KIS 3 Parents and carers as partners	The school collaborates with parents/carers and families to develop students' social and emotional skills and capacity to self manage their behaviour.	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.	The introduction of a Wellbeing School Improvement Team in 2019 required time to implement its Action Plan goals. ATOSS data is not at required level.	
Goal 3	To improve students' voice, agency and leadership.	
12 Month Target 3.1	Move from Evolving to Embedding	
12 Month Target 3.2	2019 Data: 61%, 65% and 68% across Y4-6. 'I have a say in the things I learn' - to increase to 65% My teacher likes my ideas' - to increase to 67% 'I am encouraged to share my ideas' - to maintain at 68%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop teachers' shared understanding of and capacity to implement student voice, agency and leadership.	Yes
KIS 2 Vision, values and culture	Redevelop and implement Fairfield PS's vision collaboratively with all stakeholders.	No
KIS 3 Empowering students and building school pride	Leaders, staff and students co–design short and long term goals for each Annual Implementation Plan (AIP) across 2019–22, aligned to the vision, and values of the school	Yes
KIS 4 Intellectual engagement and self-awareness	Develop opportunities for students to be actively involved in regular conversations about what they are learning, why and their learning progression.	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.	ATOSS Data indicates that students do not feel as though they have sufficient voice. There are opportunities to unpack this, lead by the Assistant Principal. This KIS would be implemented by a cohort in 2020, working towards staff professional learning in 2021

Define Actions, Outcomes and Activities

Goal 1	To Improve literacy outcomes for all students
12 Month Target 1.1	70 per cent of Year 3 students and 50 per cent of Year 5 students be in the top two bands in NAPLAN Writing
12 Month Target 1.2	Less than 20 per cent of students to achieve low relative growth in NAPLAN Writing.
KIS 1 Curriculum planning and assessment	Fully develop and implement the Fairfield PS instructional model for Reading and Writing to promote high quality teaching and learning in literacy (CPA).
Actions	Literacy Learning Specialist to work with staff on the Readers workshop Whole staff PD to review reading conferences. Learning Specialists to review writers workshop and up skill staff on components LS to draft writing and reading scope and sequences to present to area leaders. Revisit how to administer an F&P and PAT Reading and score correctly and then analysis and interpret data. Continuation of PLC Model. Professional learning for how to cater and plan for Gifted and Talented students.
Outcomes	Consistency of the Readers and Writers workshop across the school Increase in staff confidence to implement the various elements of the RWS and WWS Consistent F&P assessments Staff Professional Development around Gifted and Talented students
Success Indicators	Whole school writing moderation data Whole school reading data (F&P) NAPLAN data to show target 1.1 and 1.2 have been met Meeting Schedule to document Professional Development around Gifted and Talented students

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Development - Literacy Learning Specialist to work with staff on the Readers workshop	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Professional Development - Literacy SIT team to induct staff on writing conferences	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Professional Development - Whole staff PD to review reading conferences.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

KIS 2 Building practice excellence	Build the capacity of all staff to consistently use evidence–based targeted high impact teaching practices in Reading and Writing across the school through the structures of the Professional Learning Community (BPE).
Actions	Revisit the HITS with all staff - what are our priorities? What are our achievements to date? Continuation of writing moderation on a termly basis. School to work alongside Narelle Wood, a consultant in the area of Gifted and talented students. Narelle will deliver professional development to staff based on identifying students who are gifted or talented, and how to cater to their needs, including in writing. Consistency in writing conferences and goal setting, to be included as a peer observation focus. Introduce reading moderation for students achieving well above the expected level. Writer's Notebook - how to turn seeds into a piece of writing. Explore how to implement Review of spelling at FPS - where are we at, what are we doing. LS and area leaders to review Spelling Approach document.
Outcomes	Staff to have acquired greater knowledge of the HITS and their impact. Writing moderation scheduled termly.

	Writing planning documents that challenge gifted and talented students. Consistency in F&P assessments Audit of spelling at FPS to guide Spelling Approach review and see where staff need up skilling
Success Indicators	Documented Professional Development around targets in meeting schedule NAPLAN data to show achievement of target 1.1 and 1.2 Collection of writing moderation data and introduction of reading moderation data as documented in meeting schedule Peer Observation documentation includes writing conferences and goal setting consistently across all areas of the school

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum Day, Term 1. Staff have opportunity to reflect upon the HITS, identify their strengths and areas for improvement.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Education Consultant, Narelle Wood, to work alongside staff to support delivering a challenging and engaging curriculum to our gifted and talented students.	☑ Education Support	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Review of spelling at FPS - where are we at, what are we doing. LS and AL to review Spelling Approach document.	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used

| KIS 3
Curriculum planning and assessment	Build teacher capability to analyse and utilise data and collaborate in designing a range of formative and summative assessment strategies to teach to a student's point of learning in Literacy (CPA).
Actions	Review assessment timeline.
Enable opportunities for staff to reflect upon how the data reflects their practice.
Consistent setting of Writing goals.
Moderation of Reading. This will include F&P and PAT, working towards consistency in Reading assessment. |
| **Outcomes** | Staff to have a greater awareness of the assessment timeline and the rationale behind it.
Increased teacher confidence in administration and interpretation of assessments
Greater consistency when assessing students' reading. |
| **Success Indicators** | Updated assessment schedule.
NAPLAN data to show achievement of target 1.1 and 1.2
Collection of writing moderation data and introduction of reading moderation data as documented in meeting schedule |

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Assessment Schedule updated	☑ Learning Specialist(s)	☑ PLP Priority	from:
Term 1
to:
Term 1 | $0.00

☐ Equity funding will be used |
| Staff Professional Development - Admisnistration and interpretation of F&P, PAT Reading, writing moderation | ☑ Leadership Team | ☐ PLP Priority | from:
Term 1
to:
Term 4 | $0.00

☐ Equity funding will be used |

Goal 2	To Improve student health, wellbeing and engagement.				
12 Month Target 2.1	60% of students agree that students treat teachers with respect. 55% of students agree that students treat each other with respect.				
12 Month Target 2.2	A documented sequenced approach to the teaching of Respectful Relationships which is aligned to Restorative Practices and Zones of Regulation				
KIS 1 Health and wellbeing	Staff develop and implement consistent health, wellbeing and engagement practices across the school.				
Actions	The Whole School Improvement Team - Wellbeing will work towards achieving goals set in 2019 Action Plan. Staff Professional Development around Zones of Regulation and Restorative Practices. The School Improvement Team - Wellbeing will source and develop resources for the RRRR program at each level Cyber safety resources being accessible to teachers.				
Outcomes	Staff will use Zones of Regulation effectively when supporting students Staff will use Restorative Practice principles consistently across the school when dealing with student behavioural issues or incidents Students will understand what it means to treat each other with respect and will be able to recognise when others are doing so around the school				
Success Indicators	ATOSS data will show that we have met target 2.1 Action Plan documenting goals and actions to help achieve target 2.2 Meeting Schedules will show whole staff Professional Learning relating to target 2.2				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
School Improvement Team - Wellbeing to work on Action Plan during SIT meeting time (as listed in the meeting schedule)		☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

School Improvement Team - Wellbeing to create an electronic file which includes resources linked to RRRR program across each level	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Staff will participate in Professional Development on Zones of Regulation and Restorative Practices	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Intellectual engagement and self-awareness	Staff develop strategies to implement the Victorian Curriculum personal and social learning capability across the school.
Actions	The Whole School Improvement Team - Wellbeing will work towards achieving goals set in 2019 Action Plan (See attached). Staff Professional Development around Zones of Regulation and Restorative Practices. Staff will include the Personal and Social capabilities into planners Termly planners to be updated to include an area for Personal and Social capabilities Personal and Social capabilities will be referred to during RRRR's program across the school
Outcomes	Staff will use Zones of Regulation effectively when supporting students Staff will use Restorative Practice principles consistently across the school when dealing with student behavioural issues or incidents Students will understand what it means to treat each other with respect and will be able to recognise when others are doing so around the school
Success Indicators	ATOSS and Staff Survey data will show that we have met our 12 month targets Planners will show Social and Personal capabilities Meeting Schedules will show whole staff Professional Learning relating to target 2.2

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Term planners will be updated to include an area for Personal and Social capabilities to be included	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Personal and Social capabilities will be included in all term planners	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
School Improvement Team - Wellbeing to work on Action Plan during SIT meeting time (as listed in the meeting schedule)	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 3	To improve students' voice, agency and leadership.
12 Month Target 3.1	Move from Evolving to Embedding
12 Month Target 3.2	2019 Data: 61%, 65% and 68% across Y4-6. 'I have a say in the things I learn' - to increase to 65% My teacher likes my ideas' - to increase to 67% 'I am encouraged to share my ideas' - to maintain at 68%
KIS 1 Empowering students and building school pride	Develop teachers' shared understanding of and capacity to implement student voice, agency and leadership.

Actions	Assistant Principal will facilitate a student group to review student voice and agency across the school Student Voice Group to develop an Action Plan to work towards achieving our 12 month target Student Voice Group to report to staff at staff meeting
Outcomes	Students will have meaningful input through the Student Voice Group Data will show an increase in target 3.2 Enhancement of relationships to improve teacher practice Student Voice Group to report to Wellbeing School Improvement Team
Success Indicators	ATOSS data to show achievement of target 3.2 Action Plan documenting goals and actions to help achieve target 3.2 Data will show a move from Evolving to Embedding

Activities and Milestones	Who	Is this a PL Priority	When	Budget
A Student Voice Group to be initiated by Assistant Principal, to meet on a regular basis	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Student Voice Group to develop an Action Plan to address target 3.2	☑ Assistant Principal ☑ Student(s)	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Student Voice Group to report to staff at staff meeting	☑ Assistant Principal ☑ Student(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Student Voice Group to report to School Improvement Team - Wellbeing	☑ Assistant Principal ☑ Student(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Student Voice Group to report back to their classrooms	☑ Assistant Principal ☑ Student(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Empowering students and building school pride	Leaders, staff and students co–design short and long term goals for each Annual Implementation Plan (AIP) across 2019–22, aligned to the vision, and values of the school
Actions	AIP discussed with staff, showing alignment with the schools Strategic Plan, Vision and Values Staff Professional Development Plan goals to be aligned with AIP goals
Outcomes	Staff Professional Development Plan goals will align directly with the school's AIP goals Staff will see a clear link between the schools Strategic Plan, AIP and their own Professional Development Plan goals AIP goals will align with student learning goals as developed through the PLC process
Success Indicators	Professional Development Plans will show alignment with AIP goals ATOSS data to show target 3.2 has been met Data will show target 3.1 has been met by the school moving from Evolving to Embedding

Activities and Milestones	Who	Is this a PL Priority	When	Budget
AIP discussed at staff meeting on termly basis	☑ All Staff ☑ Leadership Team	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used
Staff Professional Development Plan goals to be developed and approved, aligning with AIP goals	☑ All Staff ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

KIS 3 Intellectual engagement and self-awareness	Develop opportunities for students to be actively involved in regular conversations about what they are learning, why and their learning progression.
Actions	Teachers to help students develop their learning goals and have regular conversations about their progress towards their goals Assistant Principal will facilitate a student group to review student voice and agency across the school Student Voice Group to report to staff at staff meeting. Student Voice Group to report to student body at assembly.
Outcomes	Students will have a clear understanding of what they are learning through being a participant in their own goal development Students will have meaningful input through the Student Voice Group
Success Indicators	ATOSS data to show target 3.2 has been met Data will show target 3.1 has been met by the school moving from Evolving to Embedding

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teachers and students will work together to develop and review individual learning goals	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
A Student Voice Group to be initiated by Assistant Principal, to meet on a regular basis	☑ Assistant Principal ☑ Student(s)	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used
Student Voice Group to develop an Action Plan to address target 3.2	☑ Assistant Principal ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Student Voice Group to report to staff at staff meeting	☑ Assistant Principal ☑ Student(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$5,000.00	$8,000.00
Additional Equity funding	$0.00	$0.00
Grand Total	$5,000.00	$8,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Education Consultant, Narelle Wood, to work alongside staff to support delivering a challenging and engaging curriculum to our gifted and talented students.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE)	$5,000.00	$8,000.00
Totals			$5,000.00	$8,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Development - Literacy Learning Specialist to work with staff on the Readers workshop	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Literacy Leaders	☑ On-site
Professional Development - Literacy SIT team to induct staff on writing conferences	☑ School Improvement Team	from: Term 1 to: Term 2	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy Leaders	☑ On-site
Professional Development - Whole staff PD to review reading conferences.	☑ All Staff	from: Term 1 to: Term 2	☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise	☑ On-site
Curriculum Day, Term 1. Staff have opportunity to reflect upon the HITS, identify their strengths and areas for improvement.	☑ All Staff	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Whole School Pupil Free Day	☑ High Impact Teaching Strategies (HITS)	☑ On-site
Education Consultant, Narelle Wood, to work alongside staff to support delivering a challenging and engaging curriculum to our gifted and talented students.	☑ Education Support	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Pupil Free Day	☑ External consultants Narelle Wood	☑ On-site

Assessment Schedule updated	☑ Learning Specialist(s)	from: Term 1 to: Term 1	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist	☑ On-site
Staff will participate in Professional Development on Zones of Regulation and Restorative Practices	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day	☑ Departmental resources SSSO to deliver this.	☑ On-site
A Student Voice Group to be initiated by Assistant Principal, to meet on a regular basis	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Student Voice Group to develop an Action Plan to address target 3.2	☑ Assistant Principal ☑ Student(s)	from: Term 1 to: Term 3	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site