2021 Annual Implementation Plan

for improving student outcomes

Port Fairy Consolidated School (6247)

Submitted for review by Kathryn Tanner (School Principal) on 03 December, 2020 at 08:25 AM
Endorsed by Michelle Miller (Senior Education Improvement Leader) on 04 December, 2020 at 12:58 PM
Endorsed by Paul Clift (School Council President) on 04 June, 2021 at 01:09 PM

Self-evaluation Summary - 2021

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

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

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

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

Enter your reflective comments	As a staff we have adopted an EDI approach to teaching Literacy and Numeracy and whilst we made a strong start to the implementation of this, the success of this was negatively impacted by the amount of time without face to face teaching. The Numeracy leader has led the classroom teaching staff to adopt an agreed model for teaching numeracy and a lesson structure that clearly outlines all the components. Staff have been willing to embrace this and are constantly reflecting on the pacing of lessons. We have developed a large bank of powerpoint slides that are drawn from to create a 15 minute review at the start of every lesson. A lot of time and effort have gone into the development of this. In Literacy our classes have moved from an early years model to EDI. The powerpoint slides for Literacy have been started but are not as developed as Numeracy. Our focus has largely been on Numeracy in 2020 given that the past few years have focused on the teaching of reading. I am proud that we have developed our learning continua for Literacy and Numeracy this year and will continue to refine and strengthen this document.
Considerations for 2021	Continue with the PLC training and use the inquiry model to improve student outcomes Complete the Data Wise training which I believe will complement the PLC framework.

	Put further additional support into the tutoring initiative to support student progress. Track the learning growth of these students. Build up the Literacy EDI components and develop a comprehensive bank of slides for teaching and review.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve student learning outcomes in Literacy and Numeracy
Target 2.1	By 2023, reduce the average percentage of students in Year 5 in the bottom two bands of NAPLAN for: • Numeracy from 13 per cent (2017-19 inclusive) to 6 per cent • Writing from 14 per cent (2017-19 inclusive) to 6 per cent • Reading from 14 per cent (2017-19 inclusive) to 6 per cent
Target 2.2	By 2023, increase the average percentage of students in Year 5 achieving above benchmark growth in NAPLAN for: • Numeracy from 32 per cent (2017-19 inclusive) to 45 per cent • Writing from 15 per cent (2017-19 inclusive) to 25 per cent • Reading from 47 per cent (2017-19 inclusive) to 50 per cent

Key Improvement Strategy 2.a Curriculum planning and assessment	Develop and embed an agreed pedagogical model
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop and implement a learning continua in Literacy and Numeracy
Key Improvement Strategy 2.c Evaluating impact on learning	Build teacher capacity in data literacy
Goal 3	To improve engagement in learning for all students
Target 3.1	- By 2023, improve the positive endorsement of Sense of Connectedness in the Attitudes To School Survey (AToS) from 72 per cent in 2019 to 80 per cent. - By 2023, improve Student Voice and Agency in the AToS from 64% in 2019 to 70% - By 2023, improve Managing Bullying in the AToS from 67% to 75%
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a climate that engages and empowers students in their learning
Key Improvement Strategy 3.b Building communities	Develop a school community culture that fosters life-long learning, positivity and resilience
Goal 4	To strengthen leadership to deliver improved student outcomes
Target 4.1	Staff Opinion Survey

	• By 2023, improve the average positive endorsement for Collective Efficacy from 68.5 per cent (2016-19 inclusive) to 80 per cent
Target 4.2	• By 2023, increase the positive endorsement for School Climate from 76 per cent in 2018 to 80 per cent
Key Improvement Strategy 4.a Building leadership teams	Build leadership capacity to create a culture of empowerment, shared responsibility and opportunities for growth at all levels of professional experience
Key Improvement Strategy 4.b Vision, values and culture	Develop and embed a culture of collaboration and 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	Literacy - PatR - 12 months growth - Nov 2020 - 2021
			              - Sounds Write testing - students meeting benchmarks F - Unit 11
			
			Numeracy - Pat Maths - 12 months growth - Nov 2020 - 2021
			              - Essential Assessment - Number Pre and Post test 1st term - 3rd term - students to make at least 6 months growth
			
			AToS - Sense of connectedness positive endorsement to increase from 72% in 2019 to 80% by the end of 2021
			POS - Parent community engagement positive endorsement to increase from 78% to 2019 to over 80% by the end of 2021

To improve student learning outcomes in Literacy and Numeracy	Yes	By 2023, reduce the average percentage of students in Year 5 in the bottom two bands of NAPLAN for: • Numeracy from 13 per cent (2017-19 inclusive) to 6 per cent • Writing from 14 per cent (2017-19 inclusive) to 6 per cent • Reading from 14 per cent (2017-19 inclusive) to 6 per cent	By 2021 100% of students deemed capable to achieve at least one year's growth in learning in Reading, Writing, and Number and Algebra Student achievement data shows evidence of growth in the following in

			2021: • Y2 Reading decrease numbers of students 6months or more below from 39% - 20% • Y4 Reading decrease numbers of students 6 months or more below from 38% to 20% • Y6 Reading decrease numbers of students 6 months or more below from 15% to 10% By 2021, reduce the average percentage of students in Year 5 in the bottom two bands of NAPLAN for: •Numeracy from 13 per cent (2017-19 inclusive) to 9 per cent •Writing from 14 per cent (2017-19 inclusive) to 10 per cent •Reading from 14 per cent (2017-19 inclusive) to 10 per cent
		By 2023, increase the average percentage of students in Year 5 achieving above benchmark growth in NAPLAN for: • Numeracy from 32 per cent (2017-19 inclusive) to 45 per cent • Writing from 15 per cent (2017-19 inclusive) to 25 per cent • Reading from 47 per cent (2017-19 inclusive) to 50 per cent	By 2021, increase the average percentage of students in Year 5 achieving above benchmark growth in NAPLAN for: •Numeracy from 32 per cent (2017-19 inclusive) to 40 per cent •Writing from 15 per cent (2017-19 inclusive) to 20 per cent •Reading from 47 per cent (2017-19 inclusive) to 50 per cent

To improve engagement in learning for all students	No	• By 2023, improve the positive endorsement of Sense of Connectedness in the Attitudes To School Survey (AToS) from 72 per cent in 2019 to 80 per cent. • By 2023, improve Student Voice and Agency in the AToS from 64% in 2019 to 70% • By 2023, improve Managing Bullying in the AToS from 67% to 75%	
To strengthen leadership to deliver improved student outcomes	No	Staff Opinion Survey • By 2023, improve the average positive endorsement for Collective Efficacy from 68.5 per cent (2016-19 inclusive) to 80 per cent	
		• By 2023, increase the positive endorsement for School Climate from 76 per cent in 2018 to 80 per cent	

Goal 1	2021 Priorities Goal

12 Month Target 1.1	Literacy - PatR - 12 months growth - Nov 2020 - 2021
	      - Sounds Write testing - students meeting benchmarks F - Unit 11
	
	Numeracy - Pat Maths - 12 months growth - Nov 2020 - 2021
	      - Essential Assessment - Number Pre and Post test 1st term - 3rd term - students to make at least 6 months growth

		AToS - Sense of connectedness positive endorsement to increase from 72% in 2019 to 80% by the end of 2021 POS - Parent community engagement positive endorsement to increase from 78% to 2019 to over 80% by the end of 2021	
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment		Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing		Happy, active and healthy kids priority	Yes
KIS 3 Building communities		Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.		Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2		To improve student learning outcomes in Literacy and Numeracy	
12 Month Target 2.1		By 2021 100% of students deemed capable to achieve at least one year's growth in learning in Reading, Writing, and Number and Algebra Student achievement data shows evidence of growth in the following in 2021: • Y2 Reading decrease numbers of students 6months or more below from 39% - 20% • Y4 Reading decrease numbers of students 6 months or more below from 38% to 20% • Y6 Reading decrease numbers of students 6 months or more below from 15% to 10% By 2021, reduce the average percentage of students in Year 5 in the bottom two bands of NAPLAN for: •Numeracy from 13 per cent (2017-19 inclusive) to 9 per cent	

	•Writing from 14 per cent (2017-19 inclusive) to 10 per cent •Reading from 14 per cent (2017-19 inclusive) to 10 per cent	
12 Month Target 2.2	By 2021, increase the average percentage of students in Year 5 achieving above benchmark growth in NAPLAN for: •Numeracy from 32 per cent (2017-19 inclusive) to 40 per cent •Writing from 15 per cent (2017-19 inclusive) to 20 per cent •Reading from 47 per cent (2017-19 inclusive) to 50 per cent	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop and embed an agreed pedagogical model	Yes
KIS 2 Curriculum planning and assessment	Develop and implement a learning continua in Literacy and Numeracy	No
KIS 3 Evaluating impact on learning	Build teacher capacity in data literacy	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.	This KIS was carried over from 2020. In 2020 we began the professional learning and implementation of an agreed instructional model, we didnt have the time in the classroom for teachers to to imbed the model into Literacy and Numeracy. We began with Numeracy first with a small amount of work being done in Literacy. We needed more time to use peer observations and instructional walks to evaualte the effectiveness of the model and to provide feedback to staff.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal

12 Month Target 1.1	Literacy - PatR - 12 months growth - Nov 2020 - 2021
	        - Sounds Write testing - students meeting benchmarks F - Unit 11
	
	Numeracy - Pat Maths - 12 months growth - Nov 2020 - 2021
	        - Essential Assessment - Number Pre and Post test 1st term - 3rd
	term - students to make at least 6 months growth
	
	AToS - Sense of connectedness positive endorsement to increase from 72% in 2019 to 80% by the end of 2021
	POS - Parent community engagement positive endorsement to increase from 78% to 2019 to over 80% by the end of 2021

KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Use evidence based practices to improve student learning so to maximise learning growth for students participating in the tutoring initiative. All staff to identify and track students and who have been negatively impacted by Covid 19 along with all students Resource intervention in reading and number Improved communication between intervention teachers, classroom teachers and parents. Evaluate and refine learning continua documentation for Literacy and Numeracy for consistency and a collective understanding. Teachers to work in PLCs focused on the learning continua for Literacy and Numeracy in 2021. Build teachers capacity and implementation in teaching Writing and Number Learn and implement Data Wise strategies.
Outcomes	Leaders will strengthen their understanding of current intervention practices in reading and number. A tutoring program will have been implemented and resourced. Teachers will build collective efficacy by working closely with intervention staff and families to maximize learning. Students will achieve learning growth and recognize the importance of extra practice. They will grow in confidence when they realize and understand how much they have improved. 100% of the students identified for additional support under the Tutor Learning Program will achieve at least 12 months growth by the end of 2021.

	Teachers have a strengthened understanding of the learning continua in Number and Writing Teachers will use various methods of feedback to improve the implementation of any initiatives that have been introduced. Students will have more teacher directed teaching time Staff are using data to inform their teaching on a more regular basis The data schedule has been audited. An evaluation of the current initiatives has been completed and necessary adjustments have been made based on evidence. Staff are using Data tracker on a more regular basis
Success Indicators	Reaching the above targets will give us evidence that we have been successful. Students, parents and staff are working collectively to monitor student growth. Instructional walk data Planning documents Teacher judgement outcomes in Writing and Number Active participation in professional learning and a willingness to implement any agreed initiatives. The Data Wise structure has led to school improvement in a number of areas.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal to explore evidence based models for delivering effective intervention.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Principal to resource skilled intervention staff to run the intervention program. The principal will ensure the staff have a clear understanding of the goals of the catch up learning and extension. Principal will explain the communication protocols to the staff and newly hired intervention staff.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used
Develop a whole school timetable of the intervention groups across the school	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Teachers and intervention teachers implement and embed communication protocols to build consistency for the children engaging in the intervention and extension programs	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Leaders Executive team and principal to evaluate and refine learning continua documentation for Literacy and Numeracy for consistency and a collective understanding. Relevant assessment tasks to be added to the document. Create a meeting schedule that allows for time spent on strengthening teacher capacity in Writing and Number Numeracy Leader to explore the evidence based number interventions and implement a model. This would then be regularly monitored to assess the impact on student outcomes.	☑ Assistant Principal ☑ Literacy Leader ☑ Numeracy Leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$6,800.00 ☑ Equity funding will be used
Teachers Use PLCs to collaborate and create the learning activities to best teach the curriculum in the Learning Continua Participate in peer observations to obtain feedback on Writing lessons and Number lessons. Use feedback to strengthen the practice of teaching these subjects and adjust as necessary Engage in professional learning on the teaching of Writing and Number and implement agreed initiatives.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Use formative assessment strategies to engage students in their learning of writing and number	☑ All Staff ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Principal, Data Leader and another teacher engage in the Data Wise course during Term 1 and share their learning with all staff.	☑ Assessment & Reporting Coordinator	☐ PLP Priority	from: Term 1	$0.00

Meeting schedule to allow for professional learning for staff to reflect Data Wise initiatives Data leader to lead professional learning to strengthen staff capacity to use Data Tracker to input and analyse student data. Staff to collaborate to adjust the data schedule Evaluate the impact of current initiatives.	☑ Principal ☑ Team Leader(s)		to: Term 4	☐ Equity funding will be used
Staff participate and engage with professional learning on Data Wise Staff to embed the agreed norms and procols for their team meetings and follow the meeting wise rolling agendas.. Teachers to align their planning and teaching to current assessment schedule. They will strengthen and embed the 6 week reporting cycles and use this cycle so that it complements their planning.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Develop a communication protocols between intervention teachers, classroom teachers and parents to share relevant information so to maximize student growth	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Create a data management system (Data Wall or digital spreadsheet) to measure the impact of the interventions regularly throughout 2021.	☑ All Staff ☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	Positive Education as a framework for improving social and emotional well-being. Develop and implement a scope and sequence for the Positive Education lessons across the school Resource additional well-being staff to support student need

	Strengthen additional opportunities for engagement, health and activity Strengthen opportunities to develop student voice and agency
Outcomes	Teachers have a clear understanding of the scope and sequence for teaching and embedding positive education and are consistenting following this. Teachers are using the common language of Restorative practices and positive education when assisting with conflict or social and emotional issues. Teachers and students from Year 3-6 are engaged in and enjoying the kitchen and garden sessions. The students build knowledge and skills in other areas of the curriculum such as French, geography, coding, marathon running and art/craft. Students are active and build their fitness during the Runners/walkers program. Student wellbeing improves and they build their social and emotional skills from individual sessions or proactive group sessions facilitated by the wellbeing staff. Student Leaders participate in regular JSC meetings and collaborate to plan special house days.
Success Indicators	Leaders use surveys and student forums to monito student perceptions of school culture and classroom practice. Leaders and teachers proactively involve students in decision making baout planning and improvement with links to the leadership teams and school council. Leaders and teachers maintain positive relationships with members of the community. and engage them in the events, activities and promotion of the school.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal and Positive Education Leader and team to collaborate and develop scope and sequence for F-6. Prncipal to resource	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Teachers Collaborate and implement the Positive Education scope and sequence. Teachers and students to use the common language in the classroom and yard. Relate our classroom awards to the character strengths.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Well-being staff to work collaboratively with all staff to best support student well-being. Proactive programs will be implemented by the well-being staff and supported by all staff. Well-being staff to provide individual and small group counselling.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
Continue to resource and strengthened the Stephanie Alexander Kitchen Garden program to so promote healthy foods. Strengthen the Electives program which was introduced in 2019 and it includes subjects of interest for students so to further engage them at school Continue to run the Runners/Walkers program in Term 4 - students run or walk for 15 mins at the end of lunch Continue to resource and implement the Year 6 Graduation program that includes lots of opportunities for exercise with the Marathon program and Surf Groms lessons.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Build students sense of belonging to the Houses. Work with the student leadership group to implement special events/days to build connectedness and a sense of pride in the Houses.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	Continue to build the capacity of the School Council to effectively govern the school. Strengthen relationship with the Parents and Friends Association to continue to build a strong sense of belonging and purpose. Strengthen communication between home and the school Strengthen community connections through participation in Port Fairy's local festivals and groups:

Outcomes	Parents have a deeper understanding of what their children are learning and the progress they are making Parents feel confident to navigate Xuno to find information and communicate with the school Staff have a strengthen understanding and confidence to utilise all parts of what Xuno can offer Staff have co-created ILP and IBMP for the students that need them and communicate regularly with parents on the goals set in the documents Students have a number of experiences and opportunities in line with the local festivals that broaden their understanding of the Arts and builds their connection with the local community
Success Indicators	Teachers have embedded the new 6 weekly reporting cycle and parents have a strengthened understanding of their child's achievement and attitude and effort. Teachers, parents/carers/kin work together to consistently support and reinforce expectations about every child's learning effort and behaviour. Teachers schedule teacher, parent/carer and student conferences to discuss goals and targets, learning, individual progress and achievements, using technology which improves access where relevant. The School Council members continue to grow their knowledge in governance and members of the sub-committee actively work towards school improvement. Our P & F continues to engage large numbers of the parent body and positively influences school and community connectedness

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal works closely with the School Council president to ensure the meetings run effectively. The principal shares and promotes opportunities for school councilors to do professional learning on governance.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Principal to work closely with the executive of the P & F so that the work closely aligns with the school's objectives. The principal to attend regular meetings and keep the group informed of the school's directions. P & F president to regularly attend school council meetings to communicate what the group is doing and planning to do. Teachers and principal to support the group to fulfill their aims and objectives.	☑ All Staff ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Teachers to report on student achievement and behaviour 6 times a year, Principal to offer opportunities to meet with parents to	☑ All Staff	☐ PLP Priority	from: Term 1	$0.00

ensure that they can understand what the reports are telling them. Teachers to conduct 3 meetings a year with parents to keep them informed of their child's progress. Teachers to co-create ILPs and/or IBMPs for the students that need them.				to: Term 4	☐ Equity funding will be used
Principal and teachers to work closely with community members to give our students opportunities in the Arts and to build connections with local groups.	☑ All Staff ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Build the capacity of staff and parents on the use of Xuno for improved communication	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Work with local organisers to build connections between the school and the community particularly in the Arts. * Support the P & F to run a successful Night Market, that engages students and local businesses, in conjunction with the Winter Weekends program * Work with the Spring and Jazz Festival committees to share resources and give our students opportunities in the Arts to listen to visiting artists. * continue to work with the Coastal group to monitor sand dune movement.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	To improve student learning outcomes in Literacy and Numeracy
12 Month Target 2.1	By 2021 100% of students deemed capable to achieve at least one year's growth in learning in Reading, Writing, and Number and Algebra

	Student achievement data shows evidence of growth in the following in 2021: • Y2 Reading decrease numbers of students 6months or more below from 39% - 20% • Y4 Reading decrease numbers of students 6 months or more below from 38% to 20% • Y6 Reading decrease numbers of students 6 months or more below from 15% to 10% By 2021, reduce the average percentage of students in Year 5 in the bottom two bands of NAPLAN for: •Numeracy from 13 per cent (2017-19 inclusive) to 9 per cent •Writing from 14 per cent (2017-19 inclusive) to 10 per cent •Reading from 14 per cent (2017-19 inclusive) to 10 per cent
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KIS 1 Curriculum planning and assessment	Develop and embed an agreed pedagogical model
Actions	Using the PLC and Data Wise initiatives as frameworks and structures, the staff will audit what the instructional model looks like in current practice. Explore current research and exemplary practice and develop and implement a PFC instructional model for Literacy and Numeracy through an Inquiry process. Staff and principal will monitor the implementation of the IM, using peer observations, instructional walks and student focus groups to give and receive feedback to ensure consistency across the classrooms.
Outcomes	Students can articulate the stages within the instructional model at any given time. They will be able to participate in learning walks and focus groups to discuss the elements of the instructional model. Teachers have a clear understanding of the instructional model and are able to use this to effectively teach their class. They are able to refer to the model and give and receive feedback to strengthen their practice. There is consistency between classrooms. Teacher - can give evidence and articulate how students have grown in reading (writing) - link then to staff PDP (might look at equity funded students)

Success Indicators	Work samples Teachers will have a strengthened understanding of the link between assessment, planning, teaching and review. The PLCs will have delivered the goals of the 2021 AIP.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leaders Draft an instructional model for both Literacy and Numeracy that uses Explicit and Direct Instruction.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Schedule appropriate meeting time for staff to reflect and adjust the Instructional model that is being used. Use meeting time to explore current research and exemplary practice and develop and implement a PFC instructional model.	☑ All Staff ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Schedule instructional walks throughout 2020 in all grades to ensure consistency in the use of the agreed instructional model.	☑ All Staff ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Strengthen staff understanding of working as Professional Learning Communities. Develop the capacity of the middle leadership team. Develop a connection with Koroit PS as the lead school for PLC development.	☑ Leadership Team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Teachers Actively engage in the professional learning to learn more about Explicit and Direct instruction	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Using the PLC focus, teachers implement the agreed instructional model during 2020 and will use feedback from principal, staff and students to strengthen the use of the model.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Specialist teachers use the PLC structure to collaborate on an instructional model for their individual subjects. Create an agreed visual representation of this model to present to leadership.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Use peer observations as a feedback opportunity focused on the implementation of the instructional model.	☑ All Staff	☐ PLP Priority	from: Term 1 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	$12,800.00	$12,500.00
Additional Equity funding	$33,450.00	$12,500.00
Grand Total	$46,250.00	$25,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Principal to resource skilled intervention staff to run the intervention program. The principal will ensure the staff have a clear understanding of the goals of the catch up learning and extension. Principal will explain the communication protocols to the staff and newly hired intervention staff.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$3,000.00	$3,000.00
Leaders Executive team and principal to evaluate and refine learning continua documentation for Literacy and Numeracy for consistency and a collective understanding. Relevant assessment tasks to be added to the document. Create a meeting schedule that allows for time spent on strengthening teacher capacity in Writing and Number Numeracy Leader to explore the evidence based	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$6,800.00	$6,500.00

number interventions and implement a model. This would then be regularly monitored to assess the impact on student outcomes.				
Well-being staff to work collaboratively with all staff to best support student well-being. Proactive programs will be implemented by the well-being staff and supported by all staff. Well-being staff to provide individual and small group counselling.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Other Proactive well-being program costs	$1,000.00	$1,000.00
Schedule instructional walks throughout 2020 in all grades to ensure consistency in the use of the agreed instructional model.	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ CRT	$2,000.00	$2,000.00
Totals			$12,800.00	$12,500.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
The credit amount of our Equity money will resource additional well-being hours - 2 hours a week @ $40 for 40 weeks	from: Term 1 to: Term 4	☑ School-based staffing	$21,200.00	$3,200.00
Resource addition ES staff to work with at risk students - 10 hours a week @ $35 for 35 weeks	from: Term 1 to: Term 4	☑ School-based staffing	$12,250.00	$9,300.00
Totals			$33,450.00	$12,500.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule appropriate meeting time for staff to reflect and adjust the Instructional model that is being used. Use meeting time to explore current research and exemplary practice and develop and implement a PFC instructional model.	☑ All Staff ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Literacy expertise ☑ PLC Initiative ☑ Internal staff ☑ Literacy Leaders ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ Off-site Staff will travel to Bentleigh West to look at their approach to EDI.