

2019 Annual Implementation Plan

for improving student outcomes

Tallygaroopna Primary School (3067)



Submitted for review by David Brodie (School Principal) on 28 February, 2019 at 09:44 AM
Endorsed by Scott Watson (Senior Education Improvement Leader) on 28 February, 2019 at 10:36 AM
Endorsed by Geoff Akers (School Council President) on 28 February, 2019 at 06:05 PM

Self-evaluation Summary - 2019

| | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
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| 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 | Evolving moving towards Embedding |
| | Instructional and shared leadership | Evolving |
| | Strategic resource management | Evolving |
| | Vision, values and culture | Evolving moving towards Embedding |

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

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

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| Enter your reflective comments | <p>Our staff have been more responsive to specific areas which are addressed in our Protocols of Practice (Staff Expectations). However, our changing workforce recently means that this will need to be reinforced again in 2019. We have been involved in classroom observations and have consistently reflected on our practice and provided feedback to each other to focus on building practice excellence. We aim to do this more consistently each fortnight in 2019.</p> <p>Our students and staff are very well supported and included in a variety of Specialist and support programs. All students are on ILP's and there is an expectation with all staff that these are reinforced with all students both formally and informally throughout semester 2.</p> |
| Considerations for 2019 | <p>Many areas in our current Annual Implementation Plan are in need of consolidation with a change of the workforce over the last couple of years. There are some targets which will be the similar - just refined and updates and key improvement strategies will be in line with this. Our involvement in the Professional Learning Communities initiatives will hopefully allow us to align some of our data conversations in regard to our AIP and Strategic Plan.</p> |

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| Documents that support this plan | |
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Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| <p>Improve learning outcomes in Literacy and Numeracy for all students.</p> | <p>Yes</p> | <p>Student achievement data—Numeracy</p> <p>The school will achieve the following learning outcomes:</p> <p>NAPLAN</p> <p>YEAR 3</p> <ul style="list-style-type: none"> • The proportion of student results in the three year average (2019–21) for top two bands in Year 3 to increase: • Year 3 Numeracy: from 23 per cent (2016–18) to 30 per cent • The proportion of student results in the bottom two bands in Year 3 to reduce: • Year 3 Numeracy: from 8.5 per cent in 2018 to 5 per cent in 2022 | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN</p> <p>Year 3 Numeracy top 2 bands - 26%</p> <p>Year 3 Numeracy bottom 2 bands - 7%</p> <p>Year 5 Numeracy top 2 bands - 28%</p> <p>Year 5 Numeracy bottom 2 bands - 18%</p> <p>Relative Growth (grade 3-5)</p> <p>Numeracy 18%</p> |

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| | | <p>YEAR 5</p> <ul style="list-style-type: none"> • The proportion of student results in the three year average (2019–21) for top two bands in Year 5 to increase: • Year 5 Numeracy: from 27 per cent (2016–18) to 30 per cent • The proportion of student results in the bottom two bands in Year 5 to reduce: • Year 5 Numeracy: from 20 per cent in 2018 to 15 per cent or below in 2022 <p>RELATIVE GROWTH</p> <ul style="list-style-type: none"> • High relative growth 3–5 to be: <p>Numeracy: from 17 per cent (2016–18) to above 20 per cent in 2019–21</p> | |
| | | <p>Student achievement data—Literacy</p> <p>The school will achieve the following learning outcomes:</p> | <p>NAPLAN Literacy Year 3 Reading top 2 bands - 30% Year 3 Writing top 2 bands - 30% Year 3 Reading bottom 2 bands - 13% Year 3 Writing bottom 2 bands - 6%</p> |

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| | <p>NAPLAN</p> <p>YEAR 3</p> <ul style="list-style-type: none"> • The proportion of student results in the three year average (2019–21) for top two bands in Year 3 to increase: • Year 3 Writing: from 27 per cent (2016–18) to 35 per cent • Year 3 Reading: from 28 per cent (2016–18) to 35 per cent • The proportion of student results in the bottom two bands in Year 3 to reduce: • Year 3 Reading: from 15 per cent in 2018 to 10 per cent in 2022 • Year 3 Writing: from 7 per cent in 2018 to 5 per cent in 2022 <p>YEAR 5</p> <ul style="list-style-type: none"> • The proportion of student results in the three year average (2019–21) for top two bands in Year 5 to increase: Year 5 Writing: from 7 per cent (2016–18) to 35 per cent • Year 5 Reading: from 30 per cent (2016–18) to 35 per cent <ul style="list-style-type: none"> • The proportion of student results in the bottom two bands in Year 5 to reduce: • Year 5 Reading: from 50 per cent in 2018 to 25 per cent or below in 2022 • Year 5 Writing: from 40 per cent in 2018 to 25 per cent or below in 2022 <p>RELATIVE GROWTH</p> | <p>Year 5 Reading top 2 bands - 32%</p> <p>Year 5 Writing top 2 bands - 20%</p> <p>Year 5 Reading bottom 2 bands - 35%</p> <p>Year 5 Writing bottom 2 bands - 30%</p> <p>Relative Growth (grade 3-5)</p> <p>Reading 14%</p> <p>Writing 12%</p> |
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| | | <ul style="list-style-type: none"> • High relative growth 3–5 to be: • Reading: from 10 per cent (2016–18) to above 20 per cent in 2019–21 • Writing: from 7 per cent (2016–18) to above 20 per cent in 2019–21 | |
| | | <p>TEACHER JUDGEMENTS</p> <p>The proportion of students achieving an A and B in Literacy and Numeracy will be 30%.</p> | <p>The proportion of students achieving an A and B in Literacy and Numeracy will be 28%</p> |
| <p>Improve student engagement and motivation to learn.</p> | <p>No</p> | <p>Student Attitudes</p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> • Stimulated learning: from 63 per cent in 2018 to 85 per cent in 2022 • Motivation and interest: from 67 per cent in 2018 to 85 per cent in 2022 • Learning confidence: from 63 per cent in 2018 to 85 per cent in 2022 • Student voice and agency: from 49 per cent in 2018 to 80 per cent in 2022 • Self-regulation and goal setting: from 73 per cent in 2018 to 85 per cent in 2022 | |

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| | | <p>Parent Opinion</p> <p>Variables in the POS to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Student motivation and support: from 83 per cent in 2018 to 90 per cent in 2022 | |
| Increase the capacity of the school to provide optimal learning opportunity for all students. | Yes | <p>Student Attitudes</p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> • Effective teaching time from 66 per cent in 2018 to 80 per cent in 2022 • High expectations for success: from 86 per cent in 2018 to 90 per cent in 2022 | <p>Effective teaching time - 75%</p> <p>High expectations for success - 88%</p> |
| | | <p>Staff Opinion</p> <p>Variables in the SSS (Principal/Teacher) to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Instructional leadership: from 75.8 per cent in 2018 to 90 per cent in 2022 • Feedback: from 56.7 per cent in 2018 to 85 per cent in 2022 | <p>Instructional Leadership - 85%</p> <p>Feedback - 75%</p> |

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| | | <p>Parent Opinion</p> <p>Variables in the POS to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Effective teaching: from 83 per cent in 2018 to 90 per cent in 2022 | Effective Teaching - 87% |
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| Goal 1 | Improve learning outcomes in Literacy and Numeracy for all students. |
| 12 Month Target 1.1 | <p>NAPLAN Year 3 Numeracy top 2 bands - 26% Year 3 Numeracy bottom 2 bands - 7%</p> <p>Year 5 Numeracy top 2 bands - 28% Year 5 Numeracy bottom 2 bands - 18%</p> <p>Relative Growth (grade 3-5) Numeracy 18%</p> |
| 12 Month Target 1.2 | <p>NAPLAN Literacy Year 3 Reading top 2 bands - 30% Year 3 Writing top 2 bands - 30% Year 3 Reading bottom 2 bands - 13% Year 3 Writing bottom 2 bands - 6%</p> <p>Year 5 Reading top 2 bands - 32% Year 5 Writing top 2 bands - 20% Year 5 Reading bottom 2 bands - 35% Year 5 Writing bottom 2 bands - 30%</p> |

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| | Relative Growth (grade 3-5) Reading 14% Writing 12% | |
| 12 Month Target 1.3 | The proportion of students achieving an A and B in Literacy and Numeracy will be 28% | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Evidence-based high-impact teaching strategies | Further clarify, document and implement agreed, whole-school approaches to teaching and learning in all domains of Literacy and Numeracy. (EBHIS) | Yes |
| KIS 2 Evidence-based high-impact teaching strategies | Build the capacity of all staff to use evidence-based, High-Impact Literacy and Numeracy teaching strategies. (EBHIS) | Yes |
| KIS 3 Evaluating impact on learning | Further develop school-wide feedback, reflection and coaching processes for teachers. (EIL) | 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 proportion of students in the top two NAPLAN bands at both Year 3 and Year 5, and the proportion exhibiting high gain Year 3–5 fell below results for similar schools in both Literacy and Numeracy. Fieldwork also revealed some concerns about the extent to which more able students were extended. The staff selected this KIS as a focus for this year and agreed that enhanced curriculum planning, improved pedagogy and more customised learning would lead to improved outcomes and learning growth. Participation in the PLC initiative in 2019 will build data literacy and enable teams to more effectively use data to improve teaching practice, personalise learning and enhance student learning outcomes, particularly for more able students. | |
| Goal 2 | Increase the capacity of the school to provide optimal learning opportunity for all students. | |
| 12 Month Target 2.1 | Effective teaching time - 75% High expectations for success - 88% | |

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| 12 Month Target 2.2 | Instructional Leadership - 85% Feedback - 75% | |
| 12 Month Target 2.3 | Effective Teaching - 87% | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Instructional and shared leadership | Enhance the school's capacity in Instructional and Shared Leadership (I&SL, BLT) | Yes |
| KIS 2 Instructional and shared leadership | Create a whole-school culture of accountability and feedback (I&SL) | Yes |
| KIS 3 Vision, values and culture | Create a whole-school culture of high expectations (VV&C) | 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 staff selected this KIS as a focus for this year and felt, that in order to raise achievement, the school should raise expectations and aspirations for its students. Staff also agreed that the school should work towards higher levels of consistency and quality instruction across all classes. Improvements in instructional leadership and accountability were going to be key strategies to secure this consistency and improvement. | |

Define Actions, Outcomes and Activities

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| Goal 1 | Improve learning outcomes in Literacy and Numeracy for all students. |
| 12 Month Target 1.1 | <p>NAPLAN Year 3 Numeracy top 2 bands - 26% Year 3 Numeracy bottom 2 bands - 7%</p> <p>Year 5 Numeracy top 2 bands - 28% Year 5 Numeracy bottom 2 bands - 18%</p> <p>Relative Growth (grade 3-5) Numeracy 18%</p> |
| 12 Month Target 1.2 | <p>NAPLAN Literacy Year 3 Reading top 2 bands - 30% Year 3 Writing top 2 bands - 30% Year 3 Reading bottom 2 bands - 13% Year 3 Writing bottom 2 bands - 6%</p> <p>Year 5 Reading top 2 bands - 32% Year 5 Writing top 2 bands - 20% Year 5 Reading bottom 2 bands - 35% Year 5 Writing bottom 2 bands - 30%</p> <p>Relative Growth (grade 3-5) Reading 14% Writing 12%</p> |
| 12 Month Target 1.3 | The proportion of students achieving an A and B in Literacy and Numeracy will be 28% |
| KIS 1 Evidence-based high-impact teaching strategies | Further clarify, document and implement agreed, whole-school approaches to teaching and learning in all domains of Literacy and Numeracy. (EBHIS) |

| Actions | Further develop and refine a documented and agreed approach to the teaching of literacy and numeracy at Tallygaroopna PS Develop teacher understanding of the Readers Workshop. | | | |
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| Outcomes | <p>Students will:</p> <ol style="list-style-type: none"> 1. Develop understanding and be able to explain aspects of the Readers Workshop. 2. Complete regular purposeful Reading, Writing and Numeracy tasks in all classes across the school. <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Learn about the Readers Workshop and implement accordingly. 2. Take part in SIT Meetings based on Reading, Writing and Numeracy Data. <p>The Principal will:</p> <ol style="list-style-type: none"> 1. Facilitate S.I.T. Meetings twice a term (School Improvement Teams - ie: week 3 and week 7). 2. Monitor and adjust the schools professional learning plan as required. 3. Conduct regular learning walks about the teaching of Reading, Writing and Numeracy. | | | |
| Success Indicators | <ol style="list-style-type: none"> 1. Classroom learning walks and talks. 2. Moderated pieces of Writing indicate improvement in stamina and quality. 3. Student performance on NAPLAN. 4. The professional learning plan. 5. The teaching and learning plans (eg; lesson plans, peer observation notes) 6. Increased staff survey results based on 2018 levels (use pedagogical model: 71.4%; Understand formative assessment: 57.1%; Use evidence to inform teaching practice: 71.4%; Professional learning through peer observation: 57.1%; Seek feedback to improve practice: 28.6%) | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Professional Learning Communities | <input checked="" type="checkbox"/> Principal <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 |
| S.I.T. Meetings twice a term (ie: Week 3 / Week 7) - using student data via Grade Expert | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 | \$814.00 |

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| | | | to: Term 4 | <input type="checkbox"/> Equity funding will be used |
| KIS 2 Evidence-based high-impact teaching strategies | Build the capacity of all staff to use evidence-based, High-Impact Literacy and Numeracy teaching strategies. (EBHIS) | | | |
| Actions | Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Reading, Writing and Numeracy. | | | |
| Outcomes | <p>Students will:</p> <ol style="list-style-type: none"> 1. Complete regular purposeful reading, writing and numeracy tasks 2. Be able to explain their understanding of these tasks 3. Develop awareness of the importance of reading just right books, the writing process and being numerate <p>Staff will:</p> <ol style="list-style-type: none"> 1. Implement a whole school approach to reading (Readers Workshop), Spelling (Smart Spelling), Writing and Numeracy 2. Be actively involved in the SIT and share evidence of student progress to further inform future practice. <p>Principal will:</p> <ol style="list-style-type: none"> 1. Actively monitor and support staff - conducting regular learning walks and talks 2. Support staff with resources and time to assist with the implementation of agreed instructional approaches (eg: Readers Workshop model). 3. Be actively involved in the SIT, collating evidence and driving discussion about 'where to next' | | | |
| Success Indicators | <ol style="list-style-type: none"> 1. Classroom learning walks and talks. 2. Moderated pieces of Writing indicate improvement in stamina and quality. 3. Student performance on NAPLAN, NFA, Smart Spelling etc. 4. The professional learning plan. 5. The teaching and learning plans (eg; lesson plans, peer observation notes). | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |

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| Learning Walks ('Project 300') | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| S.I.T. Meetings twice a term (ie: Week 3 / Week 7) - using student data via Grade Expert | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Professional learning as per the Professional Learning Plan (eg: PPDs, PDP itemised PL for staff etc...) | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Goal 2 | Increase the capacity of the school to provide optimal learning opportunity for all students. | | | |
| 12 Month Target 2.1 | Effective teaching time - 75% High expectations for success - 88% | | | |
| 12 Month Target 2.2 | Instructional Leadership - 85% Feedback - 75% | | | |
| 12 Month Target 2.3 | Effective Teaching - 87% | | | |
| KIS 1 Instructional and shared leadership | Enhance the school's capacity in Instructional and Shared Leadership (I&SL, BLT) | | | |
| Actions | Develop staff capacity to lead initiatives throughout the school related to teaching and learning, student engagement/voice and well-being and building communities. | | | |

| Outcomes | <p>Students will:</p> <ol style="list-style-type: none"> 1. Be able to articulate their 'point of learning' in literacy, numeracy, well-being (as reflected in their IEPs) - opportunity to articulate presents at the student-led conferences <p>Staff will:</p> <ol style="list-style-type: none"> 1. Work with students to develop their IEPs and keep them up to date each term <p>Principal will:</p> <ol style="list-style-type: none"> 1. Ensure that staff have leadership opportunities in the school in regard to - Literacy, Numeracy, Student Agency/Welfare...etc. 2. Provide staff in the senior and junior unit with ample opportunities to plan together. 3. Support staff through the professional learning plan with professional learning as required | | | |
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| Success Indicators | <p>Up to date IEPs Student Attitude to School survey results Point in time student data sets (ODAT, Kahoot, Padlet etc...)</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Agreement by staff of the Tally PS 'Protocols of Practice' | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Construction and additions to student IEPs - once per term | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Professional Learning Communities | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 | \$0.00 |

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| | | | to: Term 4 | <input type="checkbox"/> Equity funding will be used |
| S.I.T. Meetings twice a term (ie: Week 3 / Week 7) - using student data via Grade Expert | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| KIS 2 Instructional and shared leadership | Create a whole-school culture of accountability and feedback (I&SL) | | | |
| Actions | Develop a Tallygaroopna PS learning community that values regular, explicit and constructive feedback. Develop feedback protocols for things such as Learning Walks, student feedback to teachers, teacher feedback to students. | | | |
| Outcomes | <p>Students:</p> <ol style="list-style-type: none"> 1. Demonstrate pride in their work 2. Respond to the 'five' key questions (what are they learning, why are they learning it, how do they know they are being successful, where do they go for help, what do they learn next) <p>Staff will:</p> <ol style="list-style-type: none"> 1. Commit to regular and explicit feedback to students in line with the school assessment schedule (ie: allowing students to know what their 'point of need' is) 2. Provide feedback to one another via regular Learning Walks/Classroom Observations <p>Principal will:</p> <ol style="list-style-type: none"> 1. Lead all staff through the Protocols of Practice process (clear expectations in regard to how we behave and work together at Tallygaroopna PS). 2. Lead and support all staff through the Performance & Development Process 3. Provide feedback via regular Learning Walks/Classroom Observations | | | |
| Success Indicators | Up to date IEPs Student Attitude to School survey results | | | |

| Learning Walk data over time Point in time student data sets (ODAT, Kahoot etc...) | | | | |
|--|---|--|----------------------------------|--|
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Learning Walk/Classroom Observation protocol development | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Conduct Learning Walks/Classroom Observations | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Construction and additions to student IEPs - once per term | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| S.I.T. Meetings twice a term (ie: Week 3 / Week 7) - using student data via Grade Expert | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <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 | \$2,000.00 | \$2,000.00 |
| Additional Equity funding | \$6,700.00 | \$4,500.00 |
| Grand Total | \$8,700.00 | \$6,500.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|--|----------------------------------|---|----------------------------|-------------------|
| Professional learning as per the Professional Learning Plan (eg: PPDs, PDP itemised PL for staff etc...) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT | \$2,000.00 | \$2,000.00 |
| Totals | | | \$2,000.00 | \$2,000.00 |

Additional Equity spend

| Outline here any additional Equity spend for 2019 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|---|----------------------------|-------------------|
| Student Welfare Support Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing | \$6,700.00 | \$4,500.00 |
| Totals | | | \$6,700.00 | \$4,500.00 |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|---|----------------------------------|--|--|--|--|
| Professional Learning Communities | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative | <input checked="" type="checkbox"/> Off-site Shepparton |
| S.I.T. Meetings twice a term (ie: Week 3 / Week 7) - using student data via Grade Expert | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Learning Walks ('Project 300') | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Timetabled Planning Day | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| S.I.T. Meetings twice a term (ie: Week 3 / Week 7) - using student data via Grade Expert | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

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| | | | <input checked="" type="checkbox"/> Peer observation including feedback and reflection | | | |
| Professional learning as per the Professional Learning Plan (eg: PPDs, PDP itemised PL for staff etc...) | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> Off-site Various |
| Professional Learning Communities | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative | <input checked="" type="checkbox"/> Off-site Shepparton |
| S.I.T. Meetings twice a term (ie: Week 3 / Week 7) - using student data via Grade Expert | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Learning Walk/Classroom Observation protocol development | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Timetabled Planning Day | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Conduct Learning Walks/Classroom Observations | <input checked="" type="checkbox"/> All Staff | from: Term 1 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Timetabled Planning Day | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

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|--|---|----------------------------------|--|--|--|---|
| | | to: Term 4 | <input checked="" type="checkbox"/> Student voice, including input and feedback | | | |
| S.I.T. Meetings twice a term (ie: Week 3 / Week 7) - using student data via Grade Expert | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |