

# 2021 Annual Implementation Plan

## for improving student outcomes

Campbellfield Heights Primary School (5034)



*“Success for all”*

Submitted for review by Susie Bellizia (School Principal) on 18 December, 2020 at 01:11 PM  
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 07 February, 2021 at 06:48 AM  
Endorsed by Amani Samman (School Council President) on 10 February, 2021 at 09:04 AM

## Self-evaluation Summary - 2021

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

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

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

<b>Enter your reflective comments</b>	See staff feedback attached under "Perform Self Evaluation"
<b>Considerations for 2021</b>	<p>Review in Term 1 of 2021, this AIP will be relevant for Semester 1, 2021.</p> <p>Staff have started using formative assessment to guide planning, particularly in the area of Mathematics. Formative assessment will be used to plan for differentiation in 2021, with the establishment of routines and processes in developing rubrics and checklists.</p> <p>The school has established the routine of independent reading with conferencing across the school &amp; will implement an additional evidence based practice of guided reading, reciprocal reading and literature circles, this will be supported through professional learning &amp; coaching by the learning specialist, leading teacher and assistant principal.</p> <p>SWPBS has been implemented with fidelity across the school, the school identified the need to expand the student well-being focus beyond SWPBS to some elements within Positive Climate for Learning &amp; Community Engagement in Learning, to investigate authentic purposes for parent &amp; student voice and agency to improve student outcomes.</p> <p>The student well-being coordinator will investigate approaches to parents as partners in learning.</p> <p>Staff will receive professional learning regarding Student Agency and its authentic use for planning and classroom practices.</p>

	<p>Distributed leadership aims to enhance teacher voice and build middle leaders capacity through leadership team membership, SIT teams which focus on Teaching &amp; Learning and Positive Climate, PLC Instructional Leaders facilitating PLCs. PL will be provided as required.</p> <p>The AP, LT and LS will complete the BASTOW Leading Curriculum &amp; Assessment course.</p> <p>An emphasis will be placed on establishing protocols and processes for IEPs, to include student input.</p> <p>The Tutoring Program Initiative will be established to 'catch up' students, as well as the continuation of intervention groups.</p> <p>New IEP protocols and processes will be launched.</p> <p>DET Tutoring Initiative will begin in Term 1, 2021</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve individual learning outcomes in literacy, with a focus on Reading																																																																															
<b>Target 1.1</b>	<table border="1"> <thead> <tr> <th colspan="10">SSP Goals 2016-2020: School Staff Survey (% endorsement all staff)</th> </tr> <tr> <th></th> <th>2016 Actual</th> <th>2017 Actual</th> <th>2018 Target</th> <th>2018 Actual</th> <th>2019 Target</th> <th>2019 Actual</th> <th>2020 Target</th> <th>2020 Target</th> <th>2020 Actual</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>58%</td> <td>53%</td> <td>60%</td> <td>44%</td> <td>70%</td> <td>48%</td> <td>65%</td> <td>≥80%</td> <td>60%</td> </tr> <tr> <td>Collective Responsibility</td> <td>74%</td> <td>74%</td> <td>78%</td> <td>65%</td> <td>70%</td> <td>57.1%</td> <td>70%</td> <td>≥80%</td> <td>77%</td> </tr> <tr> <td>Academic Emphasis</td> <td>44%</td> <td>38%</td> <td>45%</td> <td>30%</td> <td>60%</td> <td>36.9%</td> <td>50%</td> <td>≥70%</td> <td>47%</td> </tr> <tr> <td>Staff Trust Colleagues</td> <td>32%</td> <td>74%</td> <td>75%</td> <td>57%</td> <td>70%</td> <td>37.1%</td> <td>50%</td> <td>≥80%</td> <td>61%</td> </tr> <tr> <td>Teacher Collaboration</td> <td>68%</td> <td>70%</td> <td>73%</td> <td>36%</td> <td>75%</td> <td>67%</td> <td>80%</td> <td>≥80%</td> <td>73%</td> </tr> </tbody> </table>										SSP Goals 2016-2020: School Staff Survey (% endorsement all staff)											2016 Actual	2017 Actual	2018 Target	2018 Actual	2019 Target	2019 Actual	2020 Target	2020 Target	2020 Actual	Collective Efficacy	58%	53%	60%	44%	70%	48%	65%	≥80%	60%	Collective Responsibility	74%	74%	78%	65%	70%	57.1%	70%	≥80%	77%	Academic Emphasis	44%	38%	45%	30%	60%	36.9%	50%	≥70%	47%	Staff Trust Colleagues	32%	74%	75%	57%	70%	37.1%	50%	≥80%	61%	Teacher Collaboration	68%	70%	73%	36%	75%	67%	80%	≥80%	73%
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Numeracy	5%	13%	13%	24%	25%	24%	>15%	NA

TOP 2 BANDS - Year 3 (Band 5 & 6)										TOP 2 BANDS - Year 5 (Band 7 & 8)							
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Writing	24%	20%	16%	20%	29%	30%	43%	30%	NA	12%	3%	10%	10%	0%	10%	0%	>18
Numeracy	3%	5%	5%	7%	5%	10%	22%	25%	NA	8%	0%	10%	10%	0%	10%	0%	>15

NAPLAN Mean Score	Year 3										Year 5							
	State	2016	2017 Actual	2018 Target	2018 Actual	2019 Target	2019 Actual	2020 Target	2020 Actual	2020	State	2016	2017 Actual	Target 2018	Actual 2018	Target 2019	Actual 2019	Target 2020
Reading	435.4	352.9	364	375	385	390	372	≥400	NA		508.1	450.5	443	460	439	450	440	≥
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Numeracy	414.2	343	324	340	385	395	390	>380	NA		501.5	443.9	430	450	431	450	446	≥

NAPLAN 5 - 7 Transitional Growth Low								
	2016	Actual 2017	Target 2018	Actual 2018	Target 2019	Actual 2019	Target 2020	Actual 2020

<b>Reading</b>	35%	28%	28%	33%	<b>28%</b>	<b>38%</b>	<25%	<b>NA</b>
<b>Writing</b>	27%	32%	30%	27%	<b>27%</b>	<b>50%</b>	<25%	<b>NA</b>
<b>Numeracy</b>	20%	12%	12%	19%	<b>17%</b>	<b>7%</b>	<15%	<b>NA</b>
<b>NAPLAN 5 - 7 Transitional Growth High</b>								
<b>Reading</b>	25%	6%	12%	14%	<b>15%</b>	<b>15%</b>	>15%	<b>NA</b>
<b>Writing</b>	5%	11%	11%	32%	<b>35%</b>	<b>21%</b>	>20%	<b>NA</b>
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**Target 1.3**

**Strategic Plan Goals 2016-2020: Teacher Judgement: Victorian Curriculum Progressions**

A minimum of one year of growth for 80% of students in Reading, Writing and Number assessed in relation to the Victorian Curriculum.  
(10% Low Growth 10% High Growth)

Validity Target 1: The school will develop an assessment schedule in Semester 2 2017. This will support triangulation of data to increase accuracy of assessment and reduce variation.  
2018: This was reviewed and amended with staff input. The schedule was followed and data reviewed after each assessment.

2019: The school used the assessment schedule as summative data sets to triangulate data for reporting purposes. This was evaluated and updated for 2020.

2020: Assessment Schedule followed and reviewed

Validity Target 2:

2020: teachers will use more formative data to ensure progress is tracked and programs adapted to student needs and more regularly than reporting to parents. This goal was for COVID.

Validity Target 3: NAPLAN Maths and Reading will be used at Year 3 and Year 5.

2018: NAPLAN Data was analysed and misconceptions were noted and discussed in numeracy.

2019: Large NAPLAN data set were discussed, especially in regards to the Teacher Judgements compared to NAPLAN scores. Item analysis was used in the 3-6 PLC for Writing.

2020 - NA

Validity Target 4:

2019: Data Wall will be established

2020: Student faces on the Data Wall will also be coded with NAPLAN bands, teams will use the VC to moderate student work samples.

**Target 1.4**

Given the circumstances of our Review timing and Six-Month AIP we have created additional targets for our Semester One goals. Some of these goals are Goal 2 of our Strategic Plan (2016-2020).

<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning catch-up and extension
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets																																																																												
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#### NAPLAN 5 - 7 Transitional Growth Low

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<b>Reading</b>	35%	28%	28%	33%	28%	38%	<25%	NA
<b>Writing</b>	27%	32%	30%	27%	27%	50%	<25%	NA
<b>Numeracy</b>	20%	12%	12%	19%	17%	7%	<15%	NA

#### NAPLAN 5 - 7 Transitional Growth High

	2016	Actual 2017	Target 2018	Actual 2018	Target 2019	Actual 2019	Target 2020	Actual 2020
<b>Reading</b>	25%	6%	12%	14%	15%	15%	>15%	NA
<b>Writing</b>	5%	11%	11%	32%	35%	21%	>20%	NA
<b>Numeracy</b>	35%	12%	20%	23%	24%	13%	>20%	NA

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Given the circumstances of our Review timing and Six-Month AIP we have created additional targets for our Semester One goals. Some of these are additional to  
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<b>12 Month Target 1.1</b>	As CHPS will be conducting their Review in Term 1, 2021 targets set are for Semester 1 only - therefore School Staff Survey results will not be available.	
<b>12 Month Target 1.2</b>	As CHPS will be conducting their Review in Term 1, 2021 targets set are for Semester 1 only - therefore NAPLAN results will not be available.	
<b>12 Month Target 1.3</b>	<p>2021 Targets: A minimum of six months of growth (in six months) for 80% of students in Reading assessed in relation to the Victorian Curriculum. (10% Low Growth 10% High Growth)</p> <p>Validity Target 2: Teachers will use formative assessment aligned with the Victorian Curriculum regularly to track student progress and drive planning at student point of need.</p> <p>Validity Target 4: Use the Data Wall to create collective efficacy in teachers to analyse cohort data for a differentiated curriculum</p>	
<b>12 Month Target 1.4</b>	<p>100% of Tier 2 and Tier 3 students identified will receive additional support (e.g. IEP, tutoring, intervention, small group instruction, 1:1 support)</p> <p>80% of students identified will achieve their IEP goal</p> <p>100% of classrooms will have an environment conducive to supporting student self regulation</p> <p>100% of school community are connected to Compass</p> <p>100% of Grade 3-6 students are connected to 'Google Classrooms'</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b>	Learning catch-up and extension	Yes

Curriculum planning and assessment		
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids	Yes
<b>KIS 3</b> Building communities	Connected schools	Yes
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Our self-evaluation against the FISO Continua of Practice and PLC Maturity Matrix noted that we have significant work to do in the area of formative assessment and data literacy. This finding was consistent with our School Staff Survey results reflecting low endorsement (45%) of understanding data and teacher confidence in analysing data, this focus has also derived from feedback given by staff around moderation of student work samples. The focus for 2021 will be on Reading (20% students from grade F-5 performing more than a year below expected level based on Victorian Curriculum Reading progression - Teacher Judgement for Semester 2, 2020), whilst numeracy and writing will still be maintained as according to the SSP. Selection of these KIS' builds on our continued focus around developing and documenting a guaranteed and viable curriculum and assessment framework. The release of DET's resources regarding IEPs, aligns with our need to review processes and protocols for IEPs - particularly with the introduction of RTI's, the Tutoring Initiative and the expectations regarding students with additional needs and those needing extension. With careful consideration given to the DET advice for schools regarding AIPs 2021 and our experiences during remote learning 2020, CHPS will focus on Google Classrooms and COMPASS for the 'Connected Schools' KIS. Data from the SSS showed 41% endorsement of 'Trust in Parents and Students'. Our continued focus on student wellbeing, based on observations and various data collected (GradeXpert entries, Learning Walks &amp; Talks, RTIs), will focus on student self regulation skills. The targets that have been set are 6-month targets, at which stage our new Strategic Plan/AIP will have been devised.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve individual learning outcomes in literacy, with a focus on Reading
<b>12 Month Target 1.1</b>	As CHPS will be conducting their Review in Term 1, 2021 targets set are for Semester 1 only - therefore School Staff Survey results will not be available.
<b>12 Month Target 1.2</b>	As CHPS will be conducting their Review in Term 1, 2021 targets set are for Semester 1 only - therefore NAPLAN results will not be available.
<b>12 Month Target 1.3</b>	<p>2021 Targets: A minimum of six months of growth (in six months) for 80% of students in Reading assessed in relation to the Victorian Curriculum. (10% Low Growth 10% High Growth)</p> <p>Validity Target 2: Teachers will use formative assessment aligned with the Victorian Curriculum regularly to track student progress and drive planning at student point of need.</p> <p>Validity Target 4: Use the Data Wall to create collective efficacy in teachers to analyse cohort data for a differentiated curriculum</p>
<b>12 Month Target 1.4</b>	<p>100% of Tier 2 and Tier 3 students identified will receive additional support (e.g. IEP, tutoring, intervention, small group instruction, 1:1 support)</p> <p>80% of students identified will achieve their IEP goal</p> <p>100% of classrooms will have an environment conducive to supporting student self regulation</p> <p>100% of school community are connected to Compass</p> <p>100% of Grade 3-6 students are connected to 'Google Classrooms'</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning catch-up and extension



<b>Actions</b>	<p><b>WHOLE SCHOOL LEVEL:</b>  Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support  Maintain PLCs/PLTs structures to support teacher (including tutor) collaboration and reflection of strengthen teaching practice  Plan whole school professional learning on identified priority areas throughout the semester (i.e. IEP, EAL, Formative Assessment)  Implement a literacy intervention program, with built in evaluation  Implement IEPs and monitor impact of their teaching impacts  Students will have input into their IEP goals</p> <p><b>CLASSROOM LEVEL:</b>  Establish consistent approaches to formative assessment  Use PLCs / PLTs for staff to collaboratively plan units of work with a focus on differentiation  Support staff to embed the use of data walls for reading to inform targeted planning</p> <p><b>INDIVIDUAL &amp; TAILORED LEVEL:</b>  Continue to support students through intervention programs and individualised support  Build staff capacity to understand and implement IEPs  Work with ES and other teaching staff to assess learning and map progress against IEP goals</p>
<b>Outcomes</b>	<p><b>WHOLE SCHOOL LEVEL:</b>  Teachers and tutor will confidently and accurately identify student learning needs of their students  PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons  Teachers, tutor and support staff will have a consistent understanding of priority areas (i.e. IEP, EAL, Formative Assessment)</p> <p><b>CLASSROOM LEVEL:</b>  Teachers, tutor and leaders will regularly update data walls  Teachers and tutor will provide regular feedback and monitor student progress using data walls  Students will experience success and celebrate the their growth with learning goals  Teachers and tutor will provide students with the opportunity to work at their level using differentiated resources</p> <p><b>INDIVIDUAL &amp; TAILORED LEVEL:</b>  Students in need of targeted academic support or intervention will be identified and supported  Nominated or relevant teachers and leaders will establish intervention/small group tutoring  Students will know what their next steps are to progress their learning</p>
<b>Success Indicators</b>	<p><b>TARGET</b> (placed here due to SSP being finalised):  Students participating in the Tutoring Learning Initiative to move 5 Fountas and Pinnell Levels in one semester (Average is 4 Levels)</p>

	<p>The percentage of students in the Tutoring Learning Initiative making above or expected growth in Reading, as measured by initial to final DAL assessment to be 80% or higher</p> <p><b>WHOLE SCHOOL LEVEL:</b>  Teachers' and tutor formative assessment data and teacher judgement data  Teacher and tutor records and observations of student progress  Classroom observations, coaching and learning walks and talks demonstrating take up of professional learning strategies  Student feedback on teaching and their learning goals</p> <p><b>CLASSROOM LEVEL:</b>  Documentation and data from formative assessments  Data walls clearly indicate student progress  Differentiated curriculum documents and evidence of student learning at different levels</p> <p><b>INDIVIDUAL &amp; TAILORED LEVEL:</b>  Data used to identify students for tailored supports  Differentiated resources used in tailored supports  Assessment data and student surveys from intervention groups  Progress against Individual Education Plans</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>WHOLE SCHOOL: Schedule and organise professional learning on:</p> <ul style="list-style-type: none"> <li>- formative assessment and collecting, analysing, responding to and monitoring data throughout the semester</li> <li>- EAL Victorian Curriculum</li> <li>- IEP Protocols and processes</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00  <input type="checkbox"/> Equity funding will be used
<p>WHOLE SCHOOL: Establish processes/structures for collecting and monitoring cohort data (data literacy)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

CLASSROOM: Embed processes for regular moderation of assessment during PLCs/PLTs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
INDIVIDUAL: Establish resourcing for individual and tailored support programs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input type="checkbox"/> Equity funding will be used
INDIVIDUAL: Establish criteria for identifying students requiring individual and tailored support	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
INDIVIDUAL: Schedule times for individual and tailored support to occur	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Curriculum Leaders to complete Leading Curriculum & Assessment (BASTOW)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,500.00  <input type="checkbox"/> Equity funding will be used
Employ a Tutor 3 days per week for 2021	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$72,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids			
<b>Actions</b>	<p><b>WHOLE SCHOOL:</b> Using our School Wide Positive Behaviour Framework, embed routines and prioritise time in the school day and classes to revisit these regularly. Embed a whole school approach to build social/emotional learning including: SWPB Values, School Matrix, RRRR (Resilience, Rights &amp; Respectful Relationships Curriculum), Smiling Minds</p> <p><b>CLASSROOM:</b> Teachers will timetable lessons to include: SWPB Values, School Matrix, RRRR (Resilience, Rights &amp; Respectful Relationships Curriculum), Smiling Minds Embed the agreed approach to monitoring and responding to student wellbeing concerns Embed classroom interventions in self regulation skills (self-awareness, self-management, problem solving and social skills) Build staff capacity to collect, analyse, monitor and respond to student data (progression points, attendance, surveys, feedback) Conduct regular check-ins/conferencing with students in class</p> <p><b>INDIVIDUAL &amp; TAILORED:</b> Target support for individual students with additional needs e.g. small group intervention, lunchtime clubs, buddies program Establish processes for goal setting focused on self regulation skills (self-awareness, self-management, problem solving and social skills) Assign teachers to conduct daily check-ins with at-risk students. Build relationships and engage with families of at-risk students</p>			
<b>Outcomes</b>	<p><b>WHOLE SCHOOL:</b> Teachers will model and are consistent in agreed routines</p> <p><b>CLASSROOM:</b> Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use Students will feel supported and engaged in class and contribute to a strong positive culture At-risk students will be identified and receive targeted support in a timely manner</p>			

	<p><b>INDIVIDUAL &amp; TAILORED:</b> Students will experience more success in classes</p>			
<b>Success Indicators</b>	<p><b>WHOLE SCHOOL:</b> Classroom and peer observations, learning walk and talk Observations of changes to classroom practices Internal and external professional learning participation and shared readings for staff are documented Curriculum documentation reflecting social and emotional learning Use the SWPB SET (School Evaluation Tool) to evaluate whole-school progress</p> <p><b>CLASSROOM:</b> Students engagement in wellbeing programs (feedback, participation, classroom observations) Documentation of resources for wellbeing programs Teacher reflections on the effectiveness of programs Teacher reports of student wellbeing concerns Student Focus Group data relating to SWPBS e.g. check-ins, positive acknowledgements, values,</p> <p><b>INDIVIDUAL &amp; TAILORED:</b> Data used to identify students in need of targeted support, based on Personal and Social Victorian Curriculum progression, Incident tracking data Student pre and post support surveys/assessment Documentation of strategies students will use in classes and at school Student engagement and assessment data from classes</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
WHOLE SCHOOL: Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions (4R's, Milestone Development, Self-Regulation)	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00  <input type="checkbox"/> Equity funding will be used
WHOLE SCHOOL: Develop observation protocol as agreed by staff	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
CLASSROOM: Staff support students to use their self regulation skills	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
INDIVIDUAL & TAILORED: Students can utilise their self regulation skills	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools			
<b>Actions</b>	<p>WHOLE SCHOOL: Strengthen and embed the school-wide approach to communication with parents/carers/kin (COMPASS) Build staff capability to integrate digital learning (Google Classrooms)</p> <p>CLASSROOM: Use digital channels of communication to provide regular updates on student learning programs Strengthen and embed digital learning in classes Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy</p> <p>INDIVIDUAL &amp; TAILORED: Ensure the benefits of digital learning continue to be available to every student Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach</p>			
<b>Outcomes</b>	<p>WHOLE SCHOOL: Teachers will have strong relationships with students and parents/carers/kin The school community will feel welcome in the school and connected</p>			

	<p><b>CLASSROOM:</b> Teachers will gain confidence in integrating digital learning pedagogy Teachers will have strong relationships with students and parents/carers/kin</p> <p><b>INDIVIDUAL &amp; TAILORED:</b> Teachers and support staff will have strong relationships with parents/carers/kin of at-risk students All students will be connected to resources and learning opportunities Teachers can regularly connect with the parents/carers/kin of all students</p>			
<b>Success Indicators</b>	<p><b>WHOLE SCHOOL:</b> Observations and learning walks demonstrate use of digital learning Documentation of school digital policies Whole school surveys e.g. confidence in using COMPASS platform, connectedness and engagement to the school Student/staff/parent/carer/kin focus groups and discussions</p> <p><b>CLASSROOM:</b> Student reflection and feedback data Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks</p> <p><b>INDIVIDUAL &amp; TAILORED:</b> Frequency of communications with parents/carers/kin Student perception and survey data Parent/carer/kin surveys and discussions</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
WHOLE SCHOOL: Plan for on-going professional development on integrating digital learning	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00  <input type="checkbox"/> Equity funding will be used
WHOLE SCHOOL: Expand community access to school newsletters, social media, and information sessions (COMPASS)	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
CLASSROOM: Prioritise collaboration time in PLCs/PLTs and share effective digital learning and relationship building strategies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
CLASSROOM: Implementation of digital learning platform (Google Classrooms)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
INDIVIDUAL & TAILORED: Identify barriers for individual students to engage in digital learning (Google Classroom)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
INDIVIDUAL & TAILORED: Identify barriers for individual families to engage in digital communication (COMPASS)	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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	\$0.00	\$0.00
Additional Equity funding	\$240,000.00	\$240,000.00
<b>Grand Total</b>	<b>\$240,000.00</b>	<b>\$240,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
All equity will be spent on staffing for 2021	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$240,000.00	\$240,000.00
<b>Totals</b>			<b>\$240,000.00</b>	<b>\$240,000.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>WHOLE SCHOOL: Schedule and organise professional learning on:</p> <ul style="list-style-type: none"> <li>- formative assessment and collecting, analysing, responding to and monitoring data throughout the semester</li> <li>- EAL Victorian Curriculum</li> <li>- IEP Protocols and processes</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>DET - IEP</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Curriculum Leaders to complete Leading Curriculum &amp; Assessment (BASTOW)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Bastow program/course</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site BASTOW - virtual</li> </ul>
<p>WHOLE SCHOOL: Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions (4R's, Milestone Development, Self-Regulation)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> </ul>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>WHOLE SCHOOL: Plan for on-going professional development on integrating digital learning</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p>from: Term 1 to: Term 2</p>	<p><input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p>	<p><input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Google Classrooms</p>	<p><input checked="" type="checkbox"/> On-site</p>
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