**2019 Annual Implementation Plan**

Submitted for review by Karen Nicholls (School Principal) on 17 December, 2018 at 02:48 PM  
Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 23 January, 2019 at 09:47 AM  
Endorsed by Nicola Mundt (School Council President) on 22 February, 2019 at 12:12 PM

**for improving student outcomes**

Coolaroo South Primary School (5554)



**Self-evaluation Summary - 2019**

Coolaroo South Primary School (5554)

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|  | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level | Evidence and Analysis |
| **Excellence in teaching and learning** |  | Building practice excellence | Evolving moving towards Embedding | A whole school professional learning plan for Reading has been embedded along with the introduction of a whole school Numeracy professional learning plan. The plans Incorporate regular professional learning, peer observations, reflection and feedback. Staff are supported with structured mentoring and coaching programs. Regular professional learning team meetings are conducted for teaching teams to use student learning data to make appropriate changes to their teaching practice. Then school is systematically building teacher capacity, allowing teachers to learn form one another and model good practice. |
|  | Curriculum planning and assessment | Embedding | Student achievement data is used across the entire school to inform the curriculum planning. Curriculum planning reflects the achievements of students, their stages of learning and their learning needs. The curriculum plan is a sequential program of learning. Assessment practices have been refined to ensure greater consistency of teacher judgements through moderation. Consistent practices are in place to ensure every students learning goals and needs are met through effective programs and teaching. |
|  | Evidence-based high-impact teaching strategies | Evolving moving towards Embedding | Peer observations and the opportunity to observe skilled colleagues is an embedded part of practice. Performance and Development Plans reference the importance of building knowledge and skills and identify high impact teaching strategies. The school has a clear instructional model in Reading and all teachers follow the model. Student assessment is used to evaluate the impact of teaching and the school is working towards gaining student feedback to assist planning for further improvement. |
|  | Evaluating impact on learning |  |  |

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| **Professional leadership** |  | Building leadership teams | Evolving moving towards Embedding | The School Improvement Team is a group of aspirant leaders who are constantly building their capabilities in school improvement. The professional learning teams are focused on improvement with a shared accountability for student growth. The leaders are encouraging inquiry and allowing teachers to collaborate challenge and support one another. |
|  | Instructional and shared leadership | Embedding | Through mentoring, shadowing and coaching programs the leaders model high levels of pedagogical knowledge. Leaders work with teams in curriculum planning and goal setting. Progress is shared and feedback provided. Leadership continues to be distributed and the school is developing further avenues (Formal and informal) for students to contribute their views on school organisation and teaching and learning. |
|  | Strategic resource management |  |  |
|  | Vision, values and culture |  |  |

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| **Positive climate for learning** |  | Empowering students and building school pride | Emerging moving towards Evolving | The school is working towards ensuring that students have a voice and agency. The school wants teachers and students to have an authentic learning partnership with all parties providing appropriate and genuine feedback. We want students well connected to their peers and having pride in their school that is shared by teachers, parents and the wider community. |
|  | Setting expectations and promoting inclusion | Evolving moving towards Embedding | The school lives its vision of a well connected community learning with purpose. Its values are explicit in everything that is done. Student voice and agency is used to help develop and promote all school policies with a focus on inclusion, connectedness being safe and looking after one another. Behaviour management and wellbeing strategies are flexible in order to support all students. The introduction of Berry Street trauma informed practices ensures a safe and welcoming learning environment. |
|  | Health and wellbeing |  |  |
|  | Intellectual engagement and self-awareness |  |  |

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| **Community engagement in learning** |  | Building communities | Embedding moving towards Excelling | The school establishes strong connections with parents and carers. The school works together with parents to give consistent support and reinforcement expectations around learning and behaviour. Positive partnerships with parents, families and community organisations provides a holistic approach to targeting the health and wellbeing needs of students and of parents and carers. Many specialist services are provided to parents along with information sessions and courses. The community partnerships are deepening and enriching teacher and student/family relationships. |
|  | Global citizenship | Evolving | The school practices and promotes values, active citizenship and inclusion. The learning environment promotes acceptance and respect and programs are designed to meet the varying needs of all students. The school is providing opportunities for active student leadership. Programs and lessons are designed to model fair and equitable treatment of others and there is a focus on resolving conflict through restoratives practices. |
|  | Networks with schools, services and agencies |  |  |
|  | Parents and carers as partners |  |  |

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| **Enter your reflective comments** | The school is embedding practices ensuring consistency from Kindergarten through to Year 6 |
| **Considerations for 2019** | The school is working on really embedding the whole-school professional learning plan that supports the identified improvement strategies. It is being implemented, monitored and evaluated in light of student achievement data. The school is aiming for teachers to be collectively responsible for improving instructional practices to achieve progress in learning for all students and reduce variations in learning outcomes between classes. We want to build the knowledge, skills and attitudes required for authentic student voice and incorporated this into classroom programs and practice. In 2019 there will be a focus on student voice and agency to empower students and to build school pride. We aim to continue developing partnerships with parents, families and community organisations, health professionals and agencies to support a holistic approach in targeting services to meet the wellbeing and learning needs of students and their families. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| **Goal 1** | To improve the growth of every student in Literacy and Numeracy. |
| Target 1.1 | In Reading, the percentage of students by relative growth (NAPLAN) in the high band will increase from 10% to 25%  In Reading, the percentage of students in the bottom two bands (NAPLAN) in year 3 will decrease from 43% to 10%  In Reading, the percentage of students in the bottom two bands (NAPLAN) in year 5 will decrease from 46% to 10% |
| Target 1.2 | In Numeracy, the percentage of students by relative growth in the high band will increase from 15% to 25%  In Numeracy, the percentage of students in the bottom two bands (NAPLAN) in year 3 will decrease from 34% to 10%  In Numeracy, the percentage of students in the bottom two bands (NAPLAN) in year 5 will decrease from 58% to 20% |
| Target 1.3 | Further reduce the percentage of students in the bottom two bands in Numeracy. Year 3 12% to 10% Year 5 25% to 20%  Continue to increase the percentage of students in the top two bands in Numeracy Year 3  15% to 25% Year 5  5% to 15%. |
| Target 1.4 | . |
| Key Improvement Strategy 1.a Building practice excellence | Build teacher capacity to target teaching and learning and use assessment for learning in reading |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Build teacher capacity to develop differentiated lessons and assessment in Numeracy. |
| **Goal 2** | To develop a positive climate for learning, improve student voice and attendance through enhanced respectful relationships. |
| Target 2.1 | Reduce the percentage of students with 20 or more absences by 3%.  Reduce the overall average absence days per child from 26 to 18.Improve student attitude to attendance in attitude to school survey to 90%  Improve student voice and agency in attitude to school survey to 90%  Improve staff opinion of the school climate to 80%  Improve staff collective efficacy to 70%  Improve overall parent satisfaction with the school to 90% |
| Key Improvement Strategy 2.a Empowering students and building school pride | Build student, family and teacher agency to improve engagement and attendance. |
| **Goal 3** | To build positive mental health and well being by enhancing the resilience and safety of every member of the school community. |
| Target 3.1 | Improve the safety component of the student attitude to school survey to 70%  Improve the safety component of the parent opinion survey to improve parents perception of bullying at school by 20%.  Improve the results of surveys and interviews conducted through the Building Resilience (4R’s program). TBC  Improve the sense of student connectedness to 95%.. |
| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Create an environment for learning that empowers students to become self aware and emotionally intelligent. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To improve the growth of every student in Literacy and Numeracy. | Yes | In Reading, the percentage of students by relative growth (NAPLAN) in the high band will increase from 10% to 25%  In Reading, the percentage of students in the bottom two bands (NAPLAN) in year 3 will decrease from 43% to 10%  In Reading, the percentage of students in the bottom two bands (NAPLAN) in year 5 will decrease from 46% to 10% | Increase the percentage of students in the top two bands of Reading Year 3 to 25% Year 5 to 25%  Ensure consistent improvement based on the EAL continuum with goals set once the RIVEAL data is accessed |
| In Numeracy, the percentage of students by relative growth in the high band will increase from 15% to 25%  In Numeracy, the percentage of students in the bottom two bands (NAPLAN) in year 3 will decrease from 34% to 10%  In Numeracy, the percentage of students in the bottom two bands (NAPLAN) in year 5 will decrease from 58% to 20% | Increase the percentage of students in the top two bands of Numeracy Year 3 to 25% Year 5 to 25% |
| Further reduce the percentage of students in the bottom two bands in Numeracy. Year 3 12% to 10% Year 5 25% to 20%  Continue to increase the percentage of students in the top two bands in Numeracy Year 3  15% to 25% Year 5  5% to 15%. | Decrease the percentage of students in the bottom two bands of Reading Year 3 to 10% Year 5 to 15% |
| . | Decrease the percentage of students in the bottom two bands of Numeracy Year 3 to 10% Year 5 to 20% |
| To develop a positive climate for learning, improve student voice and attendance through enhanced respectful relationships. | Yes | Reduce the percentage of students with 20 or more absences by 3%.  Reduce the overall average absence days per child from 26 to 18.Improve student attitude to attendance in attitude to school survey to 90%  Improve student voice and agency in attitude to school survey to 90%  Improve staff opinion of the school climate to 80%  Improve staff collective efficacy to 70%  Improve overall parent satisfaction with the school to 90% | Reduce the percentage of students with 20 or more absences by 5% Reduce the overall average absence days per child to 18 Increase student voice and agency in Attitudes to School Survey to 90% Improve Staff Collective Efficacy to 70%. Improve overall parent satisfaction of the school to 90% |
| To build positive mental health and well being by enhancing the resilience and safety of every member of the school community. | Yes | Improve the safety component of the student attitude to school survey to 70%  Improve the safety component of the parent opinion survey to improve parents perception of bullying at school by 20%.  Improve the results of surveys and interviews conducted through the Building Resilience (4R’s program). TBC  Improve the sense of student connectedness to 95%.. | Increase the safety component of the Attitude to School Survey to 70% Improvement in the SARC surveys conducted through the Respectful Relationships Program Improve the sense of student connectedness to 95% |

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| **Goal 1** | To improve the growth of every student in Literacy and Numeracy. | |
| 12 Month Target 1.1 | Increase the percentage of students in the top two bands of Reading Year 3 to 25% Year 5 to 25%  Ensure consistent improvement based on the EAL continuum with goals set once the RIVEAL data is accessed | |
| 12 Month Target 1.2 | Increase the percentage of students in the top two bands of Numeracy Year 3 to 25% Year 5 to 25% | |
| 12 Month Target 1.3 | Decrease the percentage of students in the bottom two bands of Reading Year 3 to 10% Year 5 to 15% | |
| 12 Month Target 1.4 | Decrease the percentage of students in the bottom two bands of Numeracy Year 3 to 10% Year 5 to 20% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Build teacher capacity to target teaching and learning and use assessment for learning in reading | No |
| **KIS 2**  Curriculum planning and assessment | Build teacher capacity to develop differentiated lessons and assessment in Numeracy. | 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. | After analysis of the School Performance and Panorama reports, the school has identified successes and opportunities for improvement. The school has built teacher capacity through whole school professional learning and peer observations. Focus on the top two bands in Reading has had impact and this model of professional learning and taking small steps across the entire school will be extended into Numeracy. Consistent lesson structure in Reading will be maintained with a focus for 2019 being Numeracy and in particular 'fluency'. All feedback indicates the need to address student safety, engagement and attendance. Student voice and empowerment will give our young people the opportunity to actively participate in school activities and decisions that will shape their lives, the lives of their families and the lives of their peers. | |
| **Goal 2** | To develop a positive climate for learning, improve student voice and attendance through enhanced respectful relationships. | |
| 12 Month Target 2.1 | Reduce the percentage of students with 20 or more absences by 5% Reduce the overall average absence days per child to 18 Increase student voice and agency in Attitudes to School Survey to 90% Improve Staff Collective Efficacy to 70%. Improve overall parent satisfaction of the school to 90% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Empowering students and building school pride | Build student, family and teacher agency to improve engagement and attendance. | 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. | Student attendance continues to be an issue at Coolaroo South Primary School. The school aims to maintain a safe environment in which children can be engaged in their learning. The school is aiming to activate student voice and agency and for students and teachers to have an authentic learning partnership. The school is aiming to provide further opportunities and models that promote student leadership. Staff need to develop their knowledge of the levels and complexities of student voice and understand the impact it can have on the culture of the school. | |
| **Goal 3** | To build positive mental health and well being by enhancing the resilience and safety of every member of the school community. | |
| 12 Month Target 3.1 | Increase the safety component of the Attitude to School Survey to 70% Improvement in the SARC surveys conducted through the Respectful Relationships Program Improve the sense of student connectedness to 95% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Setting expectations and promoting inclusion | Create an environment for learning that empowers students to become self aware and emotionally intelligent. | 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. | The school understands the importance of a strong social and emotional learning program. We continue to develop effective partnerships with the immediate and extended community and provide interventions for those at risk of disengagement. The school is aiming to meet the needs of its diverse community and ensuring that every member has a sense of connection. | |

**Define Actions, Outcomes and Activities**

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| **Goal 1** | To improve the growth of every student in Literacy and Numeracy. | | | | |
| 12 Month Target 1.1 | Increase the percentage of students in the top two bands of Reading Year 3 to 25% Year 5 to 25%  Ensure consistent improvement based on the EAL continuum with goals set once the RIVEAL data is accessed | | | | |
| 12 Month Target 1.2 | Increase the percentage of students in the top two bands of Numeracy Year 3 to 25% Year 5 to 25% | | | | |
| 12 Month Target 1.3 | Decrease the percentage of students in the bottom two bands of Reading Year 3 to 10% Year 5 to 15% | | | | |
| 12 Month Target 1.4 | Decrease the percentage of students in the bottom two bands of Numeracy Year 3 to 10% Year 5 to 20% | | | | |
| KIS 1 Curriculum planning and assessment | Build teacher capacity to develop differentiated lessons and assessment in Numeracy. | | | | |
| **Actions** | Engage teachers in professional development in numeracy with a focus on lesson structure and task types (open, rich, contextual) Develop teacher skills and build capacity of teams in administering appropriate assessment practices that will guide planning for individual student needs. Develop the ability of teachers to effectively analyse data.  Engage teachers in professional development in the teaching and learning cycle - making the link between writing and reading. Continue the Year 5-8 Cumulative Writing pilot.  Embed processes and practices to support EAL students transition into school and throughout school.  Develop a deep knowledge of the Victorian Curriculum F-6 EAL English as an Additional Language | | | | |
| **Outcomes** | Students will: set individual goals regarding learning  provide feedback to their teachers regarding their learning needs  engage in meaningful tasks that develop their ability to be numerate reflect on their learning to display and embed mathematical proficiencies  EAL learners will: develop language and learning goals with the support of their teacher. develop confidence in asking for assistance  Teachers will: adhere to the school's assessment schedule and analyse data received attend fortnightly PLT meetings to discuss the data and to moderate in preparation for planning ensure comprehensive planning documents demonstrate differentiation, learning intentions and success criteria are uploaded onto Google DOCS in a timely manner embed the CSPS Numeracy Model plan for and use contextually rich and open problems provide time for regular feedback to students and discuss pre and post test information know and understand students background, strengths and English knowledge support EAL students to develop and monitor language and learning goals. provide appropriate and actionable feedback to EAL students and their families.  Education Support Staff will: support students with special needs in their learning liaise with teachers to ensure programs are specific to the needs of the children engage in professional learning provide time for feedback to students in regards to their goal setting and their learning  Leading Teachers/Learning Specialists will: lead whole school professional learning  with a team, formalise the whole school Numeracy model support PLT data analysis support planning for learning for EAL and non EAL students model and observe effective teaching practices   Principal Class will: employ appropriate staff prioritise and allocate time in the professional learning calendar ensure an adequate budget to allow for peer observations, team release, planning time, new resources, materials and storage give and receive feedback during peer observations | | | | |
| **Success Indicators** | assessment data (NOI, On Demand, PAT, NAPLAN, anecdotal information, staff and student satisfaction) | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Whole staff professional learning (Michael Ymer) | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🗹 Equity funding will be used |
| PAT Maths assessment | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 4 | $1,000.00  🞎 Equity funding will be used |
| Professional Reading for staff Booker (online) | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $840.00  🗹 Equity funding will be used |
| Resources | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $3,000.00  🞎 Equity funding will be used |
| Coding (ScopeIT) | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 2 | $2,700.00  🞎 Equity funding will be used |
| STEAM Project | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 3 | $15,000.00  🞎 Equity funding will be used |
| Beverley Derewianka Professional Learning CRT release | | 🗹 Learning Specialist(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $6,000.00  🗹 Equity funding will be used |
| **Goal 2** | To develop a positive climate for learning, improve student voice and attendance through enhanced respectful relationships. | | | | |
| 12 Month Target 2.1 | Reduce the percentage of students with 20 or more absences by 5% Reduce the overall average absence days per child to 18 Increase student voice and agency in Attitudes to School Survey to 90% Improve Staff Collective Efficacy to 70%. Improve overall parent satisfaction of the school to 90% | | | | |
| KIS 1 Empowering students and building school pride | Build student, family and teacher agency to improve engagement and attendance. | | | | |
| **Actions** | Continue to Identify and plan interventions for students who have 20 or more absences in a year  Strengthen the recording of data and processes related to student absences. Develop and implement a student mentor program Develop and implement a student improvement team Strengthen engagement and enrichment within and between classes. Whole school focus on improving the attendance on the last day of each term | | | | |
| **Outcomes** | Students will: participate in classroom meetings to discuss issues and share solutions give honest feedback in student surveys participate in a Student Improvement team (Years 3 - 6)  EAL students will: contribute to focus groups and surveys learn and demonstrate positive learning behaviours  Teachers will: provide authentic learning experiences to stimulate and engage student learning provide regular and timely feedback to students on their learning and goals collect student feedback (formal and informal) use the CSPS Student Wellbeing framework build positive relationships with students develop effective strategies to promote and encourage student voice provide authentic leadership opportunities for students follow up on unexplained student absences support student leaders support PlayPal leaders follow school eCases procedures liaise with families,build positive relationships with parents and open regular forms of communication conduct PIVOT surveys and use the data received get to know EAL student backgrounds, strengths and previous educational experience    Education Support Staff will: support students to meet their specific learning needs and engage in professional learning update Xuno (weekly) to ensure contact details are up to date upload Xuno (weekly) to ensure attendance data is easily accessible to all oversee eCASES  Leading teachers/Learning Specialists will: introduce and conduct surveys with students develop staff capacity to engage with students facilitate Student Improvement team oversee implementation of PIVOT surveys  Principal Class will: provide time for professional learning establish student leader teams develop a student leader action plan/model share student data with all staff provide professional learning related to providing appropriate feedback provide professional reading for staff to read and share resource student engagement and follow up at the GRIP leadership program | | | | |
| **Success Indicators** | Attitudes to School Survey data Attendance data PIVOT survey data | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Implementation of PIVOT surveys Technical support (J0) | | 🗹 Learning Specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,500.00  🗹 Equity funding will be used |
| Learning Specialist (Wellbeing) release | | 🗹 Learning Specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $6,000.00  🗹 Equity funding will be used |
| Student Leaders resources specifically for recess/break time | | 🗹 Learning Specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🗹 Equity funding will be used |
| Cat Sewell - Play | | 🗹 Education Support  🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $6,000.00  🗹 Equity funding will be used |
| **Goal 3** | To build positive mental health and well being by enhancing the resilience and safety of every member of the school community. | | | | |
| 12 Month Target 3.1 | Increase the safety component of the Attitude to School Survey to 70% Improvement in the SARC surveys conducted through the Respectful Relationships Program Improve the sense of student connectedness to 95% | | | | |
| KIS 1 Setting expectations and promoting inclusion | Create an environment for learning that empowers students to become self aware and emotionally intelligent. | | | | |
| **Actions** | Build teacher capacity to plan and implement the 'Resilience, Rights and Respectful Relationships' program Embed the precinct Social and Emotional Learning project with a particular focus on the safety components of the Health Curriculum Liaise and work alongside staff and students form HCSC in implementing the Respectful Relationships Program Implement Respectful Relationships Adopt the Berry St model using consistent practices F - 6 Further staff professional learning - Berry Street | | | | |
| **Outcomes** | Students will: feel safe and confident in the school yard and take pride in the school feel they are given the opportunities to voice their opinion and be heard students will actively engage in the school values students will actively encourage their families to see their learning in the classroom  Teachers will: invite and engage parents into their classrooms provide effective communication to parents develop social, emotional and cultural understanding of their students actively participate in SEL professional learning support parents and carers with information and strategies to link school and home learning participate in special events such as Harmony Day, Information evenings actively engage in play activities during the breaks (yard duty) engage in professional learning opportunities  Education Support Staff will: assist with providing appropriate communication to parents attend professional learning  Leading teachers will: assist with the development of learning programs for parents provide professional learning opportunities using the Berry St Model assist with the analysis of survey data and unpacking this with students actively engage in play activities during the breaks (yard duty) work with student leaders  Principal Class will: liaise with outside agencies provide opportunities for parents and families to engage in and contribute to school learning opportunities provide opportunities to engage EAL parents in school events and with classroom teachers support EAL families to contribute to surveys and opportunities to provide feedback. actively engage in play activities during the breaks (yard duty) facilitate parent/carer participation in whole school improvement, governance and initiatives | | | | |
| **Success Indicators** | Improvement in Attitude to School Surveys - safety and connectedness Improvement in Parent Opinion Surveys Greater number of parent surveys being completed Improvement in PIVOT surveys between term 1 and 4 | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Berry St training CRT release | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 3 | $4,200.00  🗹 Equity funding will be used |
| Year 5/6/7/8 Respectful Relationships Precinct model Respectful Relationships Partnership Program | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 3 | $4,000.00  🞎 Equity funding will be used |
| Employment of Community Liaison staff to support Community Hub | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $25,000.00  🗹 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

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| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $59,540.00 | 0.00 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $59,540.00 | $0.00 |

Activities and Milestones

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| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Whole staff professional learning (Michael Ymer) | from: Term 1  to: Term 4 |  | $3,000.00 |  |
| Professional Reading for staff Booker (online) | from: Term 1  to: Term 4 |  | $840.00 |  |
| Beverley Derewianka Professional Learning CRT release | from: Term 1  to: Term 4 |  | $6,000.00 |  |
| Implementation of PIVOT surveys Technical support (J0) | from: Term 1  to: Term 4 |  | $5,500.00 |  |
| Learning Specialist (Wellbeing) release | from: Term 1  to: Term 4 |  | $6,000.00 |  |
| Student Leaders resources specifically for recess/break time | from: Term 1  to: Term 4 |  | $3,000.00 |  |
| Cat Sewell - Play | from: Term 1  to: Term 4 |  | $6,000.00 |  |
| Berry St training CRT release | from: Term 2  to: Term 3 |  | $4,200.00 |  |
| Employment of Community Liaison staff to support Community Hub | from: Term 1  to: Term 4 |  | $25,000.00 |  |
| **Totals** | | | $59,540.00 |  |

Additional Equity spend

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| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2019** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| **Totals** | | | $0.00 | $0.00 |

**Professional Learning and Development Plan**

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Whole staff professional learning (Michael Ymer) | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Whole School Pupil Free Day | 🗹 External consultants  Michael Ymer  🗹 Departmental resources  Numeracy Strategy | 🗹 On-site |
| Professional Reading for staff Booker (online) | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Implementation of PIVOT surveys Technical support (J0) | 🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Individualised Reflection  🗹 Student voice, including input and feedback | 🗹 PLC/PLT Meeting | 🗹 External consultants  PIVOT consultant | 🗹 On-site |
| Berry St training CRT release | 🗹 Teacher(s) | from: Term 2  to: Term 3 | 🗹 Individualised Reflection  🗹 Student voice, including input and feedback | 🗹 Network Professional Learning | 🗹 External consultants  Berry Street | 🗹 Off-site  TBA |