

2021 Annual Implementation Plan

for improving student outcomes

Coolaroo South Primary School (5554)



Submitted for review by Karen Nicholls (School Principal) on 15 December, 2020 at 11:35 AM
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 01 April, 2021 at 01:23 PM
Endorsed by Farha Naaz (School Council President) on 01 April, 2021 at 04:45 PM

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	The school is embedding practices to ensure consistency from Kindergarten through to Year 6.
Considerations for 2021	<p>The school is embedding whole school professional development that supports the identified improvement strategies. The professional learning plan is implemented, monitored and evaluated in light of student achievement data and staff, student and parent feedback. Professional Learning Communities are being trialed with the aim of teachers having collective responsibility for improving instructional practices consistently across the school.</p> <p>We want to build the knowledge, skills and attitudes required for authentic student voice and agency - empowering students to build school pride.</p> <p>The school will continue to develop positive partnerships with parents, families and community organisations, health professionals and agencies to support a holistic approach to meet the physical and mental wellbeing along with the learning needs of the students and their families.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve the learning growth of all students with a particular focus on the EAL cohort
Target 2.1	<p>Reading Using data provided through the Panorama Report, By 2023</p> <ul style="list-style-type: none"> ● increase the percentage of students with high relative gain from 33% (averaged 2017 to 2019) to 40%. ● decrease the percentage of students with low relative growth from 15% (averaged 2017 to 2019) to 10%.
Target 2.2	<p>Numeracy Using data provided through the Panorama Report,</p>

	<p>By 2023</p> <ul style="list-style-type: none"> • increase the percentage of students with high relative gain from 24% (averaged 2017 to 2019) to 30%. • decrease the percentage of students with low relative growth from 33% (averaged 2017 to 2019) to 25%.
<p>Target 2.3</p>	<p>Writing</p> <p>Using data provided through the Panorama Report,</p> <p>By 2023</p> <ul style="list-style-type: none"> • increase the percentage of students with high relative gain from 17% (averaged 2017 to 2019) to 25% • decrease the percentage of students with low relative growth from 24% (averaged 2017 to 2019) to 15%
<p>Key Improvement Strategy 2.a Curriculum planning and assessment</p>	<p>Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning</p>
<p>Key Improvement Strategy 2.b Curriculum planning and assessment</p>	<p>Deepen teacher curriculum and assessment knowledge in EAL</p>
<p>Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies</p>	<p>Further develop teacher capacity to use HITS with a focus on student feedback and questioning</p>
<p>Key Improvement Strategy 2.d Evaluating impact on learning</p>	<p>Further develop connections between home and school to maximise student attendance</p>

Goal 3	To empower all students to be engaged learners and leaders
Target 3.1	<p>By 2023 improve the percentage of positive responses in the Student Attitudes to School Survey (Years 4, 5 and 6) in the following areas.</p> <ul style="list-style-type: none"> ● Stimulated Learning from 89% to 94% ● Classroom Behaviour (in regard to respect) <ul style="list-style-type: none"> ○ Students treat teachers with respect from 73% to 85% ○ Students treat each other with respect from 61% to 80%.
Target 3.2	<p>By 2023 improve the percentage of positive responses in the Parent Opinion Survey in the following areas.</p> <ul style="list-style-type: none"> ● Non-experience of Bullying from 88% to 92% ● Student Agency and Voice from 95% to 98%.
Target 3.3	<p>By 2023 improve the percentage of positive responses in the Staff Survey in the following areas.</p> <ul style="list-style-type: none"> ● Academic Emphasis from 72% to 80% ● Collective Efficacy from 64% to 70%.
Key Improvement Strategy 3.a Empowering students and building school pride	To develop an authentic student agency (academic, social and emotional), strategy to empower students to be more motivated and engaged in learning
Key Improvement Strategy 3.b Building leadership teams	To develop students to be leaders in the classroom, school and community

Key Improvement Strategy 3.c
Building practice excellence

Build teacher knowledge and practice excellence in the use of learner centered teaching that enables the consistent use of student voice and learner agency in all classrooms

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>Reading: Using Running Records data increase the reading level of each child in the tutoring program by a minimum of five levels.</p> <p>Mathematics: Using Numeracy Online data increase the mathematics level of each child in the tutoring program by a minimum of one point of growth.</p> <p>Connected Community: Increase the number of parents participating in the Parent Opinion Survey from 10% to 75%</p> <p>Parent Satisfaction: Using Parent Opinion Survey data, parent satisfaction with the school will increase from 81.6% to 85%</p> <p>Student Sense of Connectedness: Using the Student Opinion Survey Data increase the sense of connectedness from 84.3% to 86%</p> <p>Student Attendance: Reduce the average number of absences from 26.5 to 24</p> <p>School Climate: Using the Staff Opinion Survey data increase the response to School Climate from 71% to 75%.</p>
	Yes	Reading Using data provided through the Panorama Report, By 2023	Using teacher judgement data in Reading and Viewing, increase the percentage of

<p>To improve the learning growth of all students with a particular focus on the EAL cohort</p>	<ul style="list-style-type: none"> ● increase the percentage of students with high relative gain from 33% (averaged 2017 to 2019) to 40%. ● decrease the percentage of students with low relative growth from 15% (averaged 2017 to 2019) to 10%. 	<p>students with at or above expected level from 85% to 88%</p>
<p>Numeracy Using data provided through the Panorama Report, By 2023</p> <ul style="list-style-type: none"> ● increase the percentage of students with high relative gain from 24% (averaged 2017 to 2019) to 30%. ● decrease the percentage of students with low relative growth from 33% (averaged 2017 to 2019) to 25%. 	<p>Using teacher judgement data in Number and Algebra, increase the percentage of students with at or above expected level from 74% to 77%</p>	
<p>Writing Using data provided through the Panorama Report, By 2023</p> <ul style="list-style-type: none"> ● increase the percentage of students with high relative gain from 17% (averaged 2017 to 2019) to 25% ● decrease the percentage of students with low relative growth from 24% (averaged 2017 to 2019) to 15% 	<p>Using teacher judgement data in Writing, increase the percentage of students with at or above expected level from 80% to 83%</p>	

To empower all students to be engaged learners and leaders	No	<p>By 2023 improve the percentage of positive responses in the Student Attitudes to School Survey (Years 4, 5 and 6) in the following areas.</p> <ul style="list-style-type: none"> ● Stimulated Learning from 89% to 94% ● Classroom Behaviour (in regard to respect) <ul style="list-style-type: none"> ○ Students treat teachers with respect from 73% to 85% ○ Students treat each other with respect from 61% to 80%. 	
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Goal 1	2021 Priorities Goal
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<p>12 Month Target 1.1</p>	<p>Reading: Using Running Records data increase the reading level of each child in the tutoring program by a minimum of five levels. Mathematics: Using Numeracy Online data increase the mathematics level of each child in the tutoring program by a minimum of one point of growth. Connected Community: Increase the number of parents participating in the Parent Opinion Survey from 10% to 75% Parent Satisfaction: Using Parent Opinion Survey data, parent satisfaction with the school will increase from 81.6% to 85% Student Sense of Connectedness: Using the Student Opinion Survey Data increase the sense of connectedness from 84.3% to 86% Student Attendance: Reduce the average number of absences from 26.5 to 24 School Climate: Using the Staff Opinion Survey data increase the response to School Climate from 71% to 75%.</p>
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Curriculum planning and assessment</p>	<p>Learning, catch-up and extension priority</p> <p>Yes</p>
<p>KIS 2 Health and wellbeing</p>	<p>Happy, active and healthy kids priority</p> <p>Yes</p>
<p>KIS 3 Building communities</p>	<p>Connected schools priority</p> <p>Yes</p>
<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>Targeted children will receive specific intervention or extension in reading, mathematics, play and social, emotional skills. Use of trauma informed practice is consistent throughout the school and evident during start and end of day process, classroom observations and planning documents. Leaders and teachers want to establish sustainable and effective partnerships with parents and carers where their involvement and engagement becomes part of the school culture.</p>
<p>Goal 2</p>	<p>To improve the learning growth of all students with a particular focus on the EAL cohort</p>
<p>12 Month Target 2.1</p>	<p>Using teacher judgement data in Reading and Viewing, increase the percentage of students with at or above expected level from 85% to 88%</p>

12 Month Target 2.2	Using teacher judgement data in Number and Algebra, increase the percentage of students with at or above expected level from 74% to 77%		
12 Month Target 2.3	Using teacher judgement data in Writing, increase the percentage of students with at or above expected level from 80% to 83%		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning		Yes
KIS 2 Curriculum planning and assessment	Deepen teacher curriculum and assessment knowledge in EAL		Yes
KIS 3 Evidence-based high-impact teaching strategies	Further develop teacher capacity to use HITS with a focus on student feedback and questioning		No
KIS 4 Evaluating impact on learning	Further develop connections between home and school to maximise student attendance		No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	This work has been a focus for the school with significant gain made in Reading. The school aims to maintain the emphasis on professional learning and consistency of practice and ensure that the 2020 year of remote learning has minimal impact on student learning and achievement.		

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
<p>12 Month Target 1.1</p>	<p>Reading: Using Running Records data increase the reading level of each child in the tutoring program by a minimum of five levels. Mathematics: Using Numeracy Online data increase the mathematics level of each child in the tutoring program by a minimum of one point of growth. Connected Community: Increase the number of parents participating in the Parent Opinion Survey from 10% to 75% Parent Satisfaction: Using Parent Opinion Survey data, parent satisfaction with the school will increase from 81.6% to 85% Student Sense of Connectedness: Using the Student Opinion Survey Data increase the sense of connectedness from 84.3% to 86% Student Attendance: Reduce the average number of absences from 26.5 to 24 School Climate: Using the Staff Opinion Survey data increase the response to School Climate from 71% to 75%.</p>
<p>KIS 1 Curriculum planning and assessment</p>	<p>Learning, catch-up and extension priority</p>
<p>Actions</p>	<p>Implement a reading intervention program for selected groups of children. Implement a numeracy intervention program for selected groups of children. Engage teachers in professional development in EMU (Extending Mathematical Understandings) 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 and formulate IEP's. Revisit and strengthen the use of HITS in classrooms. Maintain PLT model and introduce PLC model across the school. Engage support staff in phonological awareness training</p>
<p>Outcomes</p>	<p>Individual and Tailored Level: Establishment of small group tutoring programs in Reading, Mathematics and SEL Students will set individual goals regarding learning. Provide feedback to teachers regarding learning needs. Teachers will prepare IEP for targeted children.</p> <p>Classroom Level: EAL learners will develop language and learning goals with the support of their teacher. Students will develop confidence in asking for assistance</p>

	<p>Teachers will adhere to the school's assessment schedule and analyse data received</p> <p>Teachers will attend PLT meetings to discuss data and moderate in preparation for planning</p> <p>Learning will be differentiated and children will be working at their level.</p> <p>Students will experience success and celebrate reaching goals.</p> <p>Whole School Level:</p> <p>Develop data literacy for teachers and leaders.</p> <p>Leading Teachers/Learning Specialists will lead whole school professional learning, support PLT data analysis, support planning for learning for EAL and non EAL students and model and observe effective teaching practices</p> <p>Leading teachers will oversee the tutoring program</p> <p>Professional learning for staff undertaking tutoring.</p> <p>Teachers will use HITS to plan lessons and units of work.</p> <p>Whole school professional learning for SEL with classroom support, modeled practice and peer observations.</p> <p>Principal Class will employ appropriate staff to support tutoring programs, prioritise and allocate time in the professional learning calendar and ensure an adequate budget to allow for peer observations, team release, planning time, new resources and materials.</p>				
<p>Success Indicators</p>	<p>Improvement in student reading levels - Running Records</p> <p>Improvement in Numeracy Online Interview data</p> <p>Teachers formative assessment and teacher judgement data</p> <p>Student feedback on engagement and learning.</p> <p>Assessment data and student surveys from intervention groups</p> <p>Progress against IEP's</p>				
<p>Activities and Milestones</p>		<p>Who</p> <p><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</p> <p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p>Is this a PL Priority</p> <p><input checked="" type="checkbox"/> PLP Priority</p>	<p>When</p> <p>from: Term 1</p> <p>to: Term 4</p>	<p>Budget</p> <p>\$12,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Extending Mathematical Understandings Professional Learning</p>					

Maintenance of data entry systems (Accelerus and SPA)	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,500.00 <input type="checkbox"/> Equity funding will be used
Maths Essentials Assessment	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
MAV Subscription	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400.00 <input checked="" type="checkbox"/> Equity funding will be used
Targeted Professional Learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Reading Intervention	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Numeracy Intervention	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority				
Actions	<p>Refine the whole school approach to wellbeing and maintain a consistent whole school approach to SEL from the Kindergarten through to Year 6.</p> <p>Continue to implement Berry Street Trauma Informed Practice across the school.</p> <p>Provide a range of programs allowing children to engage eg The Arts, Music, MakerSpace.</p> <p>Support and encourage play throughout the school.</p>				
Outcomes	<p>Individual and Tailored Level:</p> <ul style="list-style-type: none"> Target counselling for individual students (allied services and SSS) Build relationships with students and families especially those at risk. Teachers/support staff to conduct daily checkins with all students. <p>Classroom Level:</p> <ul style="list-style-type: none"> Teachers will incorporate trauma informed practice into planned units of work and classroom practice. Teachers and support staff will use the "What We'll Build" literature to support a consistent approach form Kindergarten to Year 6. Build staff capacity to respond to student engagement data and feedback The Wellbeing learning specialist will support each classroom with Social and Emotional Learning programs (SEL) Establish a clear referral process Review IEP process and timeline. <p>Whole School Level</p> <ul style="list-style-type: none"> Continued connection to Banksia Gardens (Project REAL) Establish relationships with allied health services Connect with NW Mental Health Services and On Psyche to provide onsite support Maintain the whole school approach to SEL Employment of a play support worker Establish and embed routines. Timetable changes to allow for home room checkin first thing in the morning and end of day, breakfast, and food breaks. Establishment of Homework Club. Connections developed with outside groups eg The SongRoom, Sporting Clubs, Playground Ideas. 				

Success Indicators	Practices and changes to pedagogy visible in classrooms (peer observations). Shared professional learning goals are reflected in staff PDP's Observed changes to classroom practice. Student and staff opinion and feedback.					
Activities and Milestones	Who	Is this a PL Priority	When	Budget		
Professional Learning - Berry Street	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used		
Development of Whole School Processes	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used		
GRIP Leadership (Student Leaders)	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used		
Project REAL (Banksia Gardens)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used		
Play Worker	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$18,000.00		

					to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
MakerSpace and Play POD	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority			from: Term 1 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used
The Song Room	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority			from: Term 1 to: Term 4	\$32,000.00 <input checked="" type="checkbox"/> Equity funding will be used
What We'll Build professional resources.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority			from: Term 1 to: Term 2	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority					
Actions	<p>Strengthen and embed the school wide approach to communication with parents and carers. Employment of an additional Arabic speaking Multicultural Education Aide (MEA). Improve the exchange of information between teachers and parents/carers. Establish preferred method of contact between teachers and parents/carers and use regularly. Maintain and strengthen the school wide approach to digital technology and use of Google Classrooms. Provide devices to families in need. . Provide professional learning in technology for families.</p>					
Outcomes	<p>Individual and Tailored Level: Teachers and support staff to have strong relationships with parents and carers. All students to be connected and have access to resources and learning opportunities. Teachers connecting regularly with each parent/carer starting with Meet the Family at the beginning of the school year.</p>					

	<p>Classroom level Teachers confident to integrate digital learning. Teachers have strong relationships with students and their families. Students are connected to their peers and the school.</p> <p>Whole School level: Communication and support provided to families through Arabic MEA and community liaison staff Meet the Family scheduled for every student/family at the beginning of the school year. Priority time provided for staff to communicate and build relationships with students/parents/carers. Parents to be actively engaged in their child's learning. Positive relationships established between home and school. External groups welcome to use the school facilities eg: VICSEG, Allied health services, NDIS providers. The wider school community feel connected and welcome at the school. Introduce communication tool - XUNO family app for newsletters/updates/communication/payments/interview bookings.</p>												
<p>Success Indicators</p>	<p>Parent engagement in the parent survey data will increase to provide accurate data and opinion survey data will return to at least 2019 levels in all areas. Teacher Opinion data (trust in parents and carers) will improve from 71% to 75%. Positive student survey data (AToSS and PIVOT).</p>												
<p>Activities and Milestones</p> <p>Meet the Family</p> <p>Parents in Classrooms</p>	<table border="1"> <thead> <tr> <th data-bbox="927 1290 1031 1697">Who</th> <th data-bbox="927 875 1031 1290">Is this a PL Priority</th> <th data-bbox="927 398 1031 875">When</th> <th data-bbox="927 103 1031 398">Budget</th> </tr> </thead> <tbody> <tr> <td data-bbox="1031 1290 1222 1697"><input checked="" type="checkbox"/> All Staff</td> <td data-bbox="1031 875 1222 1290"><input type="checkbox"/> PLP Priority</td> <td data-bbox="1031 398 1222 875">from: Term 1 to: Term 1</td> <td data-bbox="1031 103 1222 398">\$0.00 <input type="checkbox"/> Equity funding will be used</td> </tr> <tr> <td data-bbox="1222 1290 1407 1697"><input checked="" type="checkbox"/> All Staff</td> <td data-bbox="1222 875 1407 1290"><input type="checkbox"/> PLP Priority</td> <td data-bbox="1222 398 1407 875">from: Term 2 to: Term 4</td> <td data-bbox="1222 103 1407 398">\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used</td> </tr> </tbody> </table>	Who	Is this a PL Priority	When	Budget	<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	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Who	Is this a PL Priority	When	Budget										
<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										
<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used										

Establishment of Take Home Learning packs in English and Mathematics	<input checked="" type="checkbox"/> All Staff		<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Xuno	<input checked="" type="checkbox"/> All Staff		<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Ipad connection - JAMF	<input checked="" type="checkbox"/> Learning Specialist(s)		<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Multicultural Educational Aide employed	<input checked="" type="checkbox"/> Principal		<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve the learning growth of all students with a particular focus on the EAL cohort				
12 Month Target 2.1	Using teacher judgement data in Reading and Viewing, increase the percentage of students with at or above expected level from 85% to 88%				
12 Month Target 2.2	Using teacher judgement data in Number and Algebra, increase the percentage of students with at or above expected level from 74% to 77%				
12 Month Target 2.3	Using teacher judgement data in Writing, increase the percentage of students with at or above expected level from 80% to 83%				
KIS 1	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning				

Curriculum planning and assessment	
<p>Actions</p>	<p>Engage teachers in professional development 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.</p>
<p>Outcomes</p>	<p>Individual and Tailored Level: Students will set individual goals regarding learning and provide feedback to their teachers regarding their learning needs Students will engage in meaningful tasks that develop their ability to be numerate Students will reflect on their learning to display and embed mathematical proficiencies</p> <p>Classroom Level: Teachers will adhere to the school's assessment schedule and analyse data received. They will attend PLT/PLC meetings to discuss the data and to moderate in preparation for planning and ensure comprehensive planning documents demonstrating differentiation, learning intentions and success criteria are uploaded onto Google DOCS. Embed the Coolaroo South Instructional models Teachers will provide time for regular feedback to students and discuss pre test assessment and work samples. They will know and understand students background, strengths and English knowledge and support EAL students to develop and monitor language and learning goals. Teachers will provide appropriate and actionable feedback to EAL students and their families. Teachers will use scheduled moderation sessions to identify the next steps for student learning.</p> <p>Whole School level Whole School Professional Learning. Provide time to support PLT data analysis Provide scheduled peer observations and model best practice. Ensure all programs are adequately resources and staffed. Regular check in with teachers and students to discuss progress. Monitor and identify barriers and enablers and share the successes.</p>

Success Indicators	Assessment data (NOI, On Demand, Maths Essentials, RVEAL), Teacher formative assessments and anecdotal information, Staff and student survey satisfaction					
Activities and Milestones	Who	Is this a PL Priority	When	Budget		
Professional Learning	<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	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used		
PLC Training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used		
KIS 2 Curriculum planning and assessment	Deepen teacher curriculum and assessment knowledge in EAL.					
Actions	Engage teachers in professional development in the teaching and learning cycle - making the link between writing and reading. Continue Cumulative Learning program (Years 4 to 6). Embed assessment processes and practices to support EAL students. Develop a deep knowledge of the Victorian Curriculum F-6 EAL English as an Additional Language Use the tutoring program to provide appropriate intervention for students identified as at risk.					
Outcomes	Individual and Tailored Level: Students will set individual goals regarding learning and provide feedback to their teachers regarding their learning needs Students will develop language and learning goals with the support of their teacher and develop confidence in asking for assistance Classroom Level:					

	<p>Teachers will attend PLT/PLC meetings to ensure comprehensive planning documents demonstrate differentiation, learning intentions and success criteria appropriate to EAL learners.</p> <p>Provide time for regular feedback to students and discuss pre and post test information, communicate regularly with parents.</p> <p>Teachers will know and understand students' background, strengths and English knowledge. They will support EAL students to develop and monitor language and learning goals and provide appropriate and actionable feedback to EAL students and their families.</p> <p>Focus group conversations with teachers to gain multiple perspectives.</p> <p>Peer and leader observations to assess consistency of implementation.</p> <p>Whole School Level:</p> <p>Provide whole school professional learning.</p> <p>Support the ongoing role of the EAL coordinator.</p> <p>Prioritise time and support for peer observations</p> <p>Prioritise and allocate time in the professional learning calendar</p> <p>Shared professional learning goals are reflected in staff PDP's.</p>				
<p>Success Indicators</p>	<p>Learning growth for EAL students</p> <p>Peer Observations and Learning walks.</p>				
<p>Activities and Milestones</p>		<p>Who</p> <p><input checked="" type="checkbox"/> Leading Teacher(s)</p> <p><input checked="" type="checkbox"/> Learning Specialist(s)</p> <p><input checked="" type="checkbox"/> Literacy Leader</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>	<p>Is this a PL Priority</p> <p><input checked="" type="checkbox"/> PLP Priority</p>	<p>When</p> <p>from: Term 1</p> <p>to: Term 4</p>	<p>Budget</p> <p>\$30,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>EAL in the Mainstream Professional Learning</p>		<p><input checked="" type="checkbox"/> All Staff</p> <p><input checked="" type="checkbox"/> Literacy Improvement Teacher</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$1,000.00</p>

				to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
Peer Observations	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority		from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Extending Mathematical Understanding	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority		from: Term 1 to: Term 4	\$12,000.00 <input checked="" 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	\$304,900.00	\$304,900.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$304,900.00	\$304,900.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Extending Mathematical Understandings Professional Learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$12,000.00	\$12,000.00
Maths Essentials Assessment	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$1,000.00	\$1,000.00
MAV Subscription	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$400.00	\$400.00
Targeted Professional Learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$4,000.00	\$4,000.00

Reading Intervention	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$50,000.00	\$50,000.00
Numeracy Intervention	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$50,000.00	\$50,000.00
Professional Learning - Berry Street	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
GRIP Leadership (Student Leaders)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Project REAL (Banksia Gardens)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$12,000.00	\$12,000.00
Play Worker	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$18,000.00	\$18,000.00
MakerSpace and Play POD	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$7,000.00	\$7,000.00
The Song Room	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$32,000.00	\$32,000.00

	to: Term 4				
What We'll Build professional resources.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Assets	\$500.00	\$500.00	
Parents in Classrooms	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Assets	\$1,000.00	\$1,000.00	
Establishment of Take Home Learning packs in English and Mathematics	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$2,000.00	\$2,000.00	
Xuno	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$7,500.00	\$7,500.00	
Ipad connection - JAMF	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$2,500.00	\$2,500.00	
Multicultural Educational Aide employed	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$40,000.00	\$40,000.00	
Professional Learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00	

PLC Training	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00
Cumulative Learning CL Project	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$30,000.00	\$30,000.00
EAL in the Mainstream Professional Learning	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Peer Observations	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Extending Mathematical Understanding	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$12,000.00	\$12,000.00
Totals			\$304,900.00	\$304,900.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Extending Mathematical Understandings Professional Learning	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Monash University	<input checked="" type="checkbox"/> Off-site Monash University
Maintenance of data entry systems (Accelerus and SPA)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
Maths Essentials Assessment	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
MAV Subscription	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Targeted Professional Learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Principal							
Reading Intervention	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site		
Numeracy Intervention	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site		
Professional Learning - Berry Street	<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"/> Demonstration lessons	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Berry St team	<input checked="" type="checkbox"/> Off-site Banksia Gardens		
GRIP Leadership (Student Leaders)	<input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants GRIP Leadership	<input checked="" type="checkbox"/> Off-site TBA		

Project REAL (Banksia Gardens)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Banksia Gardens	<input checked="" type="checkbox"/> Off-site Banksia Gardens
Play Worker	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
MakerSpace and Play POD	<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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The Song Room	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants The Song Room	<input checked="" type="checkbox"/> On-site
What We'll Build professional resources.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Xuno	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

PLC Training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site TBA
Cumulative Learning CL Project	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
EAL in the Mainstream Professional Learning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Improvement Teacher	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Peer Observations	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Extending Mathematical Understanding	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Monash University	<input checked="" type="checkbox"/> Off-site Monash University
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