

# 2020 Annual Implementation Plan

## for improving student outcomes

Langwarrin Primary School (3531)



Submitted for review by Mark Moorhouse (School Principal) on 10 March, 2020 at 12:45 PM  
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 11 June, 2020 at 10:50 AM  
Endorsed by Emma Boag (School Council President) on 15 June, 2020 at 03:34 PM

## Self-evaluation Summary - 2020

	<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	Embedding moving towards Excelling
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

<b>Enter your reflective comments</b>	<ul style="list-style-type: none"> <li>- We have a strong culture of learning and high expectations for all stakeholders</li> <li>- We have rigorous processes in place to ensure improving student learning is at the centre of our work</li> <li>- We have processes in place to identify students at risk early in their schooling</li> <li>- All staff engage in regular, targeted professional learning with some staff attending BASTOW</li> <li>- All staff have allocated time to meet to discuss student data and work collaboratively (PLC)</li> <li>- We utilize many agencies and professionals to assist with the needs of students at risk</li> <li>- There are processes in place to ensure all staff are being challenged and developed into highly effective teachers or leaders</li> <li>- Consistency in our teaching and learning, planning and implementation</li> <li>- There is a high level of accountability to each other and to the students</li> <li>- Processes are based on research and best practice in teaching and learning and wellbeing/behaviour</li> <li>- There is rigorous assessment and professional learning schedules</li> <li>- There is still improvement to be made across most areas of the FISO continua</li> <li>- The FISO continua needs to be discussed to come to agreement on how it is interpreted within the school's context</li> </ul>
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	<ul style="list-style-type: none"> <li>- THRIVE program implemented for its second full year</li> <li>- The school review was conducted and assisted us to gain focus for the future direction</li> <li>- Staff are given opportunities to develop leadership skills by taking on extra responsibilities</li> </ul>
<p><b>Considerations for 2020</b></p>	<p>Through discussion and review of the FISO continua the following areas can be focused on developing:</p> <ul style="list-style-type: none"> <li>- Increase the knowledge of staff to develop children's problem solving skills utilizing Scaffolding Numeracy in the Middle Years resources</li> <li>- Implement Jolly phonics/grammar prep-2</li> <li>- Real Schools partnership focusing on restorative practices</li> <li>- Increasing student voice and provide a variety of forums for them to air concerns and influence decision making</li> <li>- Build teacher teams that challenge each other's' practice</li> <li>- Provide professional development on individual needs basis</li> <li>- Fully integrate learning areas and capabilities into a sequential and developmental program of learning</li> <li>- Engage in networks such as THRIVE, COP, Langwarrin Township</li> <li>- Develop whole-school pedagogical practice with high impact teaching strategies embedded into the teaching and learning cycle</li> <li>- Teachers use self-assessment tools, peer and student feedback to evaluate their relationships with students</li> <li>- Students set their own learning goals and are encouraged to monitor and evaluate their own learning in reading and numeracy</li> <li>- The school creates opportunities for students to engage with the experiences of young people from different cultures and backgrounds including through the use of technology</li> </ul>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Improve student learning growth with a focus on numeracy
<b>Target 1.1</b>	By 2023, increase above benchmark numeracy growth (NAPLAN) from 11 per cent (2019) to 35 per cent
<b>Target 1.2</b>	By 2023 reduce below benchmark NAPLAN numeracy from 27 per cent (2019) to 15 per cent in Year 5
<b>Target 1.3</b>	By 2023 90% of students will show 12 months or more growth in numeracy according to teacher judgment
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Prioritise professional learning support for numeracy
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Build teacher capability in identifying and utilising high impact teaching strategies
<b>Key Improvement Strategy 1.c</b> Instructional and shared leadership	Prioritise time allocations for literacy and numeracy leaders to support PLC planning

<b>Goal 2</b>	Increase student active engagement in learning
<b>Target 2.1</b>	By 2023, increase the AToSS variable for: <ul style="list-style-type: none"> <li>- Student voice and agency from 70 per cent (2019) to 80 per cent</li> <li>- Sense of connectedness from 64 per cent (2019) to 75 per cent</li> <li>- Sense of inclusion from 72 per cent (2019) to 80 per cent</li> </ul>
<b>Target 2.2</b>	By 2023, the SSS variable <ul style="list-style-type: none"> <li>- Use student feedback to improve practice from 77 percent (2019) to 85 per cent</li> <li>- Focus learning on real life problems 80 per cent (2019) to 90 per cent</li> </ul>
<b>Target 2.3</b>	By 2023, the school will decrease student absenteeism from a school-wide average of 14.56 days (2019) to 13.90
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Prioritise the whole school rollout of the approaches and strategies captured in the DET Amplify document
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Develop an explicit leadership support and development plan for student leaders

<b>Key Improvement Strategy 2.c</b> Intellectual engagement and self-awareness	Embedding social and emotional learning into everyday practice
<b>Goal 3</b>	Improve the wellbeing of every student
<b>Target 3.1</b>	By 2023, POS confidence and resiliency skills will increase from 80 percent positive (2019) to 85 per cent.
<b>Target 3.2</b>	By 2023, the AToSS variable for Teacher concern will increase from 80 per cent positive (2019) to 85 per cent.
<b>Target 3.3</b>	By 2023 the School Staff Survey (SSS) variable for Collective efficacy will increase from 66 per cent positive (2019) to 75 per cent.
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Reinforce the school wide gains made in wellbeing through the THRIVE approach
<b>Key Improvement Strategy 3.b</b> Evaluating impact on learning	Develop and implement an agreed feedback protocol from students to teachers and vice versa
<b>Key Improvement Strategy 3.c</b> Evaluating impact on learning	Support the development of wellbeing within the PLC structure





## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target  The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student learning growth with a focus on numeracy	Yes	By 2023, increase above benchmark numeracy growth (NAPLAN) from 11 per cent (2019) to 35 per cent	In 2020, increase above benchmark numeracy growth (NAPLAN) to 15 per cent
		By 2023 reduce below benchmark NAPLAN numeracy from 27 per cent (2019) to 15 per cent in Year 5	In 2020 reduce below benchmark NAPLAN numeracy 24 percent
		By 2023 90% of students will show 12 months or more growth in numeracy according to teacher judgment	By the end of 2020 90% of students will show 12 months or more growth in numeracy according to teacher judgment
Increase student active engagement in learning	No	By 2023, increase the AToSS variable for:  - Student voice and agency from 70 per cent (2019) to 80 per cent	

		<ul style="list-style-type: none"> <li>- Sense of connectedness from 64 per cent (2019) to 75 per cent</li> <li>- Sense of inclusion from 72 per cent (2019) to 80 per cent</li> </ul>	
		<p>By 2023, the SSS variable</p> <ul style="list-style-type: none"> <li>- Use student feedback to improve practice from 77 percent (2019) to 85 per cent</li> <li>- Focus learning on real life problems 80 per cent (2019) to 90 per cent</li> </ul>	
		<p>By 2023, the school will decrease student absenteeism from a school-wide average of 14.56 days (2019) to 13.90</p>	
Improve the wellbeing of every student	Yes	<p>By 2023, POS confidence and resiliency skills will increase from 80 percent positive (2019) to 85 per cent.</p>	<p>In 2020, POS confidence and resiliency skills will increase from 80 percent positive (2019) to 82 per cent.</p>
		<p>By 2023, the AToSS variable for Teacher concern will increase from 80 per cent positive (2019) to 85 per cent.</p>	<p>In 2020, the AToSS variable for Teacher concern will increase from 80 per cent positive (2019) to 82 per cent.</p>

		By 2023 the School Staff Survey (SSS) variable for Collective efficacy will increase from 66 per cent positive (2019) to 75 per cent.	In 2020 the School Staff Survey (SSS) variable for Collective efficacy will increase from 66 per cent positive (2019) to 70 per cent.
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<b>Goal 1</b>	Improve student learning growth with a focus on numeracy	
<b>12 Month Target 1.1</b>	In 2020, increase above benchmark numeracy growth (NAPLAN) to 15 per cent	
<b>12 Month Target 1.2</b>	In 2020 reduce below benchmark NAPLAN numeracy 24 percent	
<b>12 Month Target 1.3</b>	By the end of 2020 90% of students will show 12 months or more growth in numeracy according to teacher judgment	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Prioritise professional learning support for numeracy	Yes
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Build teacher capability in identifying and utilising high impact teaching strategies	Yes
<b>KIS 3</b> Instructional and shared leadership	Prioritise time allocations for literacy and numeracy leaders to support PLC planning	No

<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>	<ul style="list-style-type: none"> <li>- Reflects goals set out in SSP</li> <li>- NAPLAN reflects low results and low growth for our students in numeracy</li> <li>- Curriculum documentation (I can statements) has not been re-visited in 3 years</li> <li>- There has not been a focus on numeracy professional learning in the 2 years</li> <li>- This numeracy focus supports our STEM program</li> <li>- Appointment of a Learning Specialist (numeracy leader)</li> <li>- Have robust data sets across the school that we want to analyse more deeply</li> <li>- Reflects the education state target - 25% more Year 9 students will reach the highest levels of achievement in reading and maths.</li> <li>- It will ensure there is a holistic approach to curriculum, pedagogy and assessment in numeracy</li> </ul>	
<p><b>Goal 2</b></p>	<p>Improve the wellbeing of every student</p>	
<p><b>12 Month Target 2.1</b></p>	<p>In 2020, POS confidence and resiliency skills will increase from 80 percent positive (2019) to 82 per cent.</p>	
<p><b>12 Month Target 2.2</b></p>	<p>In 2020, the AToSS variable for Teacher concern will increase from 80 per cent positive (2019) to 82 per cent.</p>	
<p><b>12 Month Target 2.3</b></p>	<p>In 2020 the School Staff Survey (SSS) variable for Collective efficacy will increase from 66 per cent positive (2019) to 70 per cent.</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Health and wellbeing</p>	<p>Reinforce the school wide gains made in wellbeing through the THRIVE approach</p>	<p>Yes</p>
<p><b>KIS 2</b> Evaluating impact on learning</p>	<p>Develop and implement an agreed feedback protocol from students to teachers and vice versa</p>	<p>Yes</p>
<p><b>KIS 3</b> Evaluating impact on learning</p>	<p>Support the development of wellbeing within the PLC structure</p>	<p>No</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.

- Our school is in the Frankston municipality which has high levels of mental health illness
- THRIVE is an ongoing commitment through our local network to improve health and wellbeing for all Langwarrin students
- Reflects the education state targets - The proportion of students who report high resilience will grow by 20%.
- Reflects the school SSP - Improve the wellbeing of every student
- Seeking feedback from students is a critical part of the teaching and learning cycle
- Our school will have the opportunity to have a consistent approach to gaining student feedback about our practice

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Improve student learning growth with a focus on numeracy			
<b>12 Month Target 1.1</b>	In 2020, increase above benchmark numeracy growth (NAPLAN) to 15 per cent			
<b>12 Month Target 1.2</b>	In 2020 reduce below benchmark NAPLAN numeracy 24 per cent			
<b>12 Month Target 1.3</b>	By the end of 2020 90% of students will show 12 months or more growth in numeracy according to teacher judgment			
<b>KIS 1</b> Building practice excellence	Prioritise professional learning support for numeracy			
<b>Actions</b>	<ul style="list-style-type: none"> <li>-Develop a whole school understanding in the provision of learning supports for numeracy</li> <li>-Develop a whole school understanding in how to use student data to guide students in their learning and staff in differentiating their teaching</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- All teachers will understand how students develop their problem solving abilities from additive to multiplicative thinking</li> <li>- All 3-6 teachers will be able to identify student LAF (Learning assessment framework)</li> <li>- All teachers will differentiate and cater to all students accurately using common data</li> <li>- Lead to increase NAPLAN growth</li> <li>- Lead to students becoming more engaged in numeracy</li> <li>- Lead to students utilizing more efficient problem solving strategies</li> <li>- Develop teacher confidence in teaching students at point of need</li> <li>- Teacher judgement consistent with assessment data</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- SNMY assessment 1 and 2</li> <li>- NAPLAN 2020 benchmark growth</li> <li>- Teacher judgment data</li> <li>- Essential assessment (number)</li> <li>- PAT Maths</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Principal, AP and LS meet to formulate plan for implementation of SNMY - Jan 29th	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
All 3-6 teachers are presented with background information and research about multiplicative thinking and student data across the school	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
All 3-6 teachers conduct SNMY assessment 1	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
3-6 teachers gather to work through the assessment rubric together	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
All 5 and 6 students are allocated an LAF (Learning assessment framework)	<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
All 3 and 4 students above level in number allocated an LAF (Learning assessment framework)	<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

Regular Professional learning and SNMY team meetings to occur to support 3-6 teachers implement the LAFs and resources to support student learning and different ion in numeracy	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Staff to write relevant goal for implementing SNMY in their PDP's	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Build teacher capability in identifying and utilising high impact teaching strategies			
<b>Actions</b>	- Develop a whole school understanding of HITS utilizing the birth-10 numeracy guide in the provision of learning supports for numeracy			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Students will have clear reading goals set and be able to refer to these in the classroom</li> <li>- Students will provide feedback to teachers</li> <li>- Regular and consistent use of learning intentions and success criteria</li> <li>- Differentiation across all year levels in all classrooms</li> <li>- Collaborative learning</li> <li>- Deep level questioning occurring in classrooms</li> <li>- Improved meta cognition in numeracy</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Planners reflecting the HITS</li> <li>- Staff PL calendar</li> <li>- Data from HITS self assessment</li> <li>- Learning walks feedback in SIT minutes</li> <li>- Student data: SNMY, PAT Number, Essential assessment and teacher judgment</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>



HITS self assessment tool to be utilized with all staff	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Learning walks focused on HITS conducted throughout the year by SIT and then discussed at SIT meetings.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
PL delivered on HITS to all staff	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Employ Julie Shepherd (Literacy consultant) to provide in class coaching and modelling for all staff	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$36,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Improve the wellbeing of every student			
<b>12 Month Target 2.1</b>	In 2020, POS confidence and resiliency skills will increase from 80 percent positive (2019) to 82 per cent.			
<b>12 Month Target 2.2</b>	In 2020, the AToSS variable for Teacher concern will increase from 80 per cent positive (2019) to 82 per cent.			
<b>12 Month Target 2.3</b>	In 2020 the School Staff Survey (SSS) variable for Collective efficacy will increase from 66 per cent positive (2019) to 70 per cent.			
<b>KIS 1</b> Health and wellbeing	Reinforce the school wide gains made in wellbeing through the THRIVE approach			
<b>Actions</b>	- Reinforce the school wide gains made in wellbeing through the THRIVE approach			

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Develop high levels of resilience in our students</li> <li>- Increase students' self-esteem</li> <li>- Give students a broader range of skills and supports to tackle tough issues</li> <li>- Community will be further engaged in the THRIVE program</li> <li>- Students will feel more connected to school and peers</li> <li>- A common language will be used across the school</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- AToSS</li> <li>- Parent Opinion Survey</li> <li>- Staff Survey</li> <li>- PERMAH workplace survey</li> <li>- Team planners</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Employ Psychologist Sarah Roney for 1 year	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
PL for all staff (2 per term)	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Play Leader training	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Induction for new staff on the THRIVE program and theory underpinning the approach.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
Host THIRVE movie night	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Engage with and contribute to the Langwarrin Positive Education Network on a monthly basis.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Contribute to financially to the THRIVE network	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input type="checkbox"/> Equity funding will be used
THRIVE lessons to be implemented weekly in all year levels	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Evaluating impact on learning	Develop and implement an agreed feedback protocol from students to teachers and vice versa			
<b>Actions</b>	- Develop whole school understanding of the teacher and student feedback protocol			

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Students feel heard during conflict through our restorative approach</li> <li>- Students and teachers have a consistent way of providing feedback to each other</li> <li>- Teachers have the opportunity to discuss and analyse student feedback</li> <li>- Teachers can respond to student feedback</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Student feedback data individual, cohort and whole school</li> <li>- AToSS</li> <li>- SS</li> <li>- Conferencing folders in all classrooms document the discussion of learning goals throughout the year</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Ap and Principal to collate school wide data (POS, AToSS and SS) and present to staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Engage in Real Schools partnership	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,500.00  <input type="checkbox"/> Equity funding will be used
Conferencing folders setup in all year levels to provide students feedback on their reading	<input checked="" type="checkbox"/> Literacy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00  <input type="checkbox"/> Equity funding will be used
Feedback pathway from student groups across the school such as student leaders and JSC to be discussed at SIT meetings	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Marzano student feedback tool to be utilized to gain student feedback	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$56,000.00	0.00
Additional Equity funding	\$154,000.00	\$154,000.00
<b>Grand Total</b>	<b>\$210,000.00</b>	<b>\$154,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Staff to write relevant goal for implementing SNMY in their PDP's	from: Term 1 to: Term 4		\$0.00	
Employ Julie Shepherd (Literacy consultant) to provide in class coaching and modelling for all staff	from: Term 1 to: Term 4		\$36,000.00	
Employ Psychologist Sarah Roney for 1 year	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	\$20,000.00
<b>Totals</b>			<b>\$56,000.00</b>	

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Chaplain	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$8,000.00	\$8,000.00
Student Welfare	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$6,000.00	\$6,000.00
School based psychologist (full-time)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$90,000.00	\$90,000.00
Additional support for students with special needs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	\$20,000.00
Reading Intervention (2 days per week)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$30,000.00	\$30,000.00
<b>Totals</b>			\$154,000.00	\$154,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Principal, AP and LS meet to formulate plan for implementation of SNMY - Jan 29th	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
All 3-6 teachers are presented with background information and research about multiplicative thinking and student data across the school	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Regular Professional learning and SNMY team meetings to occur to support 3-6 teachers implement the LAFs and resources to support student learning and differentiation in numeracy	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Learning walks focused on HITS conducted throughout the year by SIT and then discussed at SIT meetings.	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site



Play Leader training	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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
Engage in Real Schools partnership	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Simon Dewar from Real Schools	<input checked="" type="checkbox"/> On-site