2021 Annual Implementation Plan
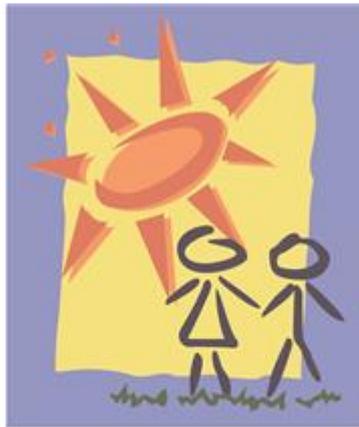
for improving student outcomes

Port Phillip Specialist School (5145)

Submitted for review by Juliet Cooper (School Principal) on 30 November, 2020 at 04:16 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Emerging moving towards Evolving

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	We have move forwards in many areas of our 2020 Annual Implementation Plan but have nit 100% completed all goals. We are looking forward to re-engaging with our community in 2021 to move from embedding to excelling within this area by hosting a number of school & community events. We have a very limited number of middle leaders with the drive to lead. Our staff turnover is limited as staff have told us that they enjoy working here. After a number of years of Acting Prin and AP positions staff are keen to maintain the status quo for the time being. Our reduces numbers keep us reviewing the workforce plan on a monthly basis to ensure our high ratio of staff to students is maintained without going into an excess situation. Our focus on excelling in teaching and learning continues as our staff further develop their knowledge and skills through the PLC's that were created in 2020 with a focus on assessment and moderation. Our parent opinion survey has already achieved the target is set form our 2019 school review but we must maintain these positive results going into 2021 and build on them more to re-engage who we may have missed due to COVID-19. Our staff

Considerations for 2021	Reduced enrolment numbers due to increase in PSD students attending our local mainstream primary schools. COVID 1-19 has also seen school tours decrease and potential enrolments missed. The early learning class as gone from 2 groups of 5 to 1 group of 5 effectively halving the number of enrolments in the Early Learning Program. Guaranteed and viable curriculum. Whole school curriculum framework for English & Math's is needed to build consistency and timely delivery of the curriculum. This has been completed but the implementation was not consolidated or reviewed through peer observations so we hope to build on this in 2021 Assessment and moderation of students' progress, 100% of which are on the Program for students with a disability will be a focus in 2021 resulting on the feedback of ou2019 review
Documents that support this plan	2020 Parent Opinion Survey.pdf (0.07 MB)

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	Maximise learning growth for all students
Target 2.1	By 2023, increase the percentage of positive endorsement in the Staff Opinion Survey for the factors: • Moderate assessment tasks together from 50% (2018) to 75% • Collaborate to scaffold student learning from 67% (2018) to 75% • Knowledge of High Impact Teaching Strategies from 67% (2018) to 75%
Target 2.2	By 2023, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors: • Positive Transitions from 79% (2018) to 85% • Special Needs from 79% (2018) to 90%

Key Improvement Strategy 2.a Building practice excellence	Build a culture of teacher collaboration through the implementation of Professional Learning Communities
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build teacher capability to use the High Impact Teaching Strategies
Key Improvement Strategy 2.c Evaluating impact on learning	Embed a whole-school approach to the development and assessment of Individual Learning Plans
Goal 3	Improve student outcomes in literacy and numeracy
Target 3.1	Drafting note: please consider specifying a numerical benchmark By 2023, 85% of students will demonstrate in-band or across-band learning gains in Speaking and Listening, as measured by the Victorian Curriculum.
Target 3.2	Drafting note: please consider specifying a numerical benchmark By 2023, 85% students will demonstrate in-band or across-band learning gains in Numeracy, as measured by the Victorian Curriculum.
Target 3.3	Drafting note: please consider specifying a numerical benchmark By 2023, 85% of students will demonstrate in-band or across-band learning gains in Reading, as measured by the Victorian Curriculum.

Target 3.4	By 2023, increase the percentage of positive endorsement in the School Staff Survey for the factors: • Guaranteed and viable curriculum from 57% (2018) to 75% • Collective Efficacy from 61% (2018) to 75% • Academic Emphasis from 48% (2018) to 75%
Key Improvement Strategy 3.a Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum in Literacy and Numeracy across the whole school.
Key Improvement Strategy 3.b Evaluating impact on learning	Develop, implement and embed a whole-school approach to formative and summative assessment
Key Improvement Strategy 3.c Evaluating impact on learning	Develop a school-wide approach to data collection and analysis to evaluate student learning growth
Goal 4	To enhance the personal and social capabilities of students
Target 4.1	Drafting note: please consider specifying a numerical benchmark By 2023, 85% of students will demonstrate in-band or across-band learning gain for Personal and Social Capabilities, as measured by the Victorian Curriculum.
Target 4.2	By 2023, increase the percentage of positive endorsement in the Staff Opinion Survey: Use student feedback to improve practice from 50% (2018) to 75%
Target 4.3	Drafting note: please consider additional targets re student voice and feedback to strengthen the measurement of this achievement of this goal

	Increase the percentage of positive endorsement in the Parent Opinion Survey for: • Student agency and voice from 68 per cent in 2018 to 75 per cent in 2023
Key Improvement Strategy 4.a Health and wellbeing	Develop, embed, and sustain the School Wide Positive Behaviour Support Framework
Key Improvement Strategy 4.b Empowering students and building school pride	Build staff knowledge and understanding of student voice, agency, and leadership

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.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	By the end of 2021, Staff will develop data literacy in English and Maths to inform understanding of student needs and progress, and identify students requiring additional support. By the end of 2021, teachers will incorporate SWPBS to ensure happy active and healthy students. Teachers will model and be consistent in agreed routines. Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing SWPBS. By the end of 2021, PPSS will re-engage with its community.
Maximise learning growth for all students	No	By 2023, increase the percentage of positive endorsement in the Staff Opinion Survey for the factors: • Moderate assessment tasks together from 50% (2018) to 75% • Collaborate to scaffold student learning from 67% (2018) to 75% • Knowledge of High Impact Teaching Strategies from 67% (2018) to 75%	

		By 2023, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors: • Positive Transitions from 79% (2018) to 85% • Special Needs from 79% (2018) to 90%	
Improve student outcomes in literacy and numeracy	Yes	<mark>Drafting note: please consider specifying a numerical benchmark</mark> By 2023, 85% of students will demonstrate in-band or across-band learning gains in Speaking and Listening, as measured by the Victorian Curriculum.	By the end of 2021, Teachers will design and trial common assessment tasks (CATS) to be used across the school in English; Speaking & Listening.
		<mark>Drafting note: please consider specifying a numerical benchmark</mark> By 2023, 85% students will demonstrate in-band or across-band learning gains in Numeracy, as measured by the Victorian Curriculum.	By the end of 2021, Teachers will design and trial common assessment tasks (CATS) to be used across the school in Maths A-3.
		<mark>Drafting note: please consider specifying a numerical benchmark</mark> By 2023, 85% of students will demonstrate in-band or across-band learning gains in Reading, as measured by the Victorian Curriculum.	By the end of 2021, English Reading & Viewing Assessments will be recorded for 100% of students. By the end of 2021, Teachers will implement common assessment tasks (CATS) to be in English moderated within the Professional Learning Communities

		By 2023, increase the percentage of positive endorsement in the School Staff Survey for the factors: • Guaranteed and viable curriculum from 57% (2018) to 75% • Collective Efficacy from 61% (2018) to 75% • Academic Emphasis from 48% (2018) to 75%	By the end of 2021, the Staff Opinion Survey will move to 65%.
To enhance the personal and social capabilities of students	No	<mark>Drafting note: please consider specifying a numerical benchmark</mark> By 2023, 85% of students will demonstrate in-band or across-band learning gain for Personal and Social Capabilities, as measured by the Victorian Curriculum.	
		By 2023, increase the percentage of positive endorsement in the Staff Opinion Survey: Use student feedback to improve practice from 50% (2018) to 75%	
		<mark>Drafting note: please consider additional targets re student voice and feedback to strengthen the measurement of this achievement of this goal</mark> Increase the percentage of positive endorsement in the Parent Opinion Survey for: • Student agency and voice from 68 per cent in 2018 to 75 per cent in 2023	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	By the end of 2021, Staff will develop data literacy in English and Maths to inform understanding of student needs and progress, and identify students requiring additional support. By the end of 2021, teachers will incorporate SWPBS to ensure happy active and healthy students. Teachers will model and be consistent in agreed routines. Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing SWPBS. By the end of 2021, PPSS will re-engage with its community.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	Improve student outcomes in literacy and numeracy	
12 Month Target 2.1	By the end of 2021, Teachers will design and trial common assessment tasks (CATS) to be used across the school in English; Speaking & Listening.	

12 Month Target 2.2	By the end of 2021, Teachers will design and trial common assessment tasks (CATS) to be used across the school in Maths A-3.
12 Month Target 2.3	By the end of 2021, English Reading & Viewing Assessments will be recorded for 100% of students. By the end of 2021, Teachers will implement common assessment tasks (CATS) to be in English moderated within the Professional Learning Communities
12 Month Target 2.4	By the end of 2021, the Staff Opinion Survey will move to 65%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum in Literacy and Numeracy across the whole school.	Yes
KIS 2 Evaluating impact on learning	Develop, implement and embed a whole-school approach to formative and summative assessment	Yes
KIS 3 Evaluating impact on learning	Develop a school-wide approach to data collection and analysis to evaluate student learning growth	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 focus for 2021 is to continue goals that were not completed in 2020 due to COVID-19 as not all actions were completed due to remote teaching and learning but were 50% or more completed.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	By the end of 2021, Staff will develop data literacy in English and Maths to inform understanding of student needs and progress, and identify students requiring additional support. By the end of 2021, teachers will incorporate SWPBS to ensure happy active and healthy students. Teachers will model and be consistent in agreed routines. Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing SWPBS. By the end of 2021, PPSS will re-engage with its community.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support Establish/embed/maintain PLCs structures to support teacher collaboration and reflection of strengthen teaching practice. Plan whole school professional learning in English & Math to improve teacher practice and, as a result, improve student learning outcomes.
Outcomes	Teachers will confidently and accurately identify student learning needs of their students PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will use HITS to plan lessons and units Teachers will consistently and explicitly implement the school's instructional model Teachers and support staff will have a consistent understanding of core-curriculum priority areas Teachers will undertake professional development around evidence-based practice in Literacy provided by the Learning Specialist. Teachers will undertake professional development around evidence-based practice in Math provided by the Learning Specialist.
Success Indicators	Teachers' formative assessment data and teacher judgement data Classroom observations and learning walks demonstrating take up of professional learning strategies

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$250.00 ☑ Equity funding will be used
Document plans for coaching/mentoring/observation	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Establish processes/structures for collecting and monitoring school-wide data	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	Establish a whole school approach to social-emotional learning or belonging and engagement SWPBS Plan how whole school professional learning SWPBS Establish and embed routines and prioritise time in the school day and classes to revisit these regularly Ensure all students can re-engage in all forms of the arts, including music, dance, drama and visual arts
Outcomes	Teachers will incorporate SWPBS in their classrooms Teachers will model and are consistent in agreed routines Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing SWPBS

Success Indicators	Classroom and peer observations Observations of changes to classroom practices Documentation of frameworks, policies or programs			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$250.00 ☐ Equity funding will be used
Develop curriculum units collaboratively with wellbeing team members	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used
Develop curriculum resources which reflect wellbeing and social-emotional learning focus	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	Strengthen engagement in regional and network communities of practice Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices Build staff capability to integrate digital learning Plan for school facilities and grounds works that will mean every school is a great place to learn

Outcomes	Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin Students and parents/carers/kin will feel as though they belong and are seen The wider community will feel welcome in the school and regularly use school facilities
Success Indicators	Observations and learning walks demonstrate use of digital learning Whole school surveys

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for on-going professional development on integrating digital learning	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$250.00 ☐ Equity funding will be used
Enhance the use of the school grounds and facilities as a community hub for sports and events and open the school café for parents	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Invite local community members and leaders to school open days, assemblies, concerts and other school events	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☑ Equity funding will be used

Goal 2	Improve student outcomes in literacy and numeracy
12 Month Target 2.1	By the end of 2021, Teachers will design and trial common assessment tasks (CATS) to be used across the school in English; Speaking & Listening.

12 Month Target 2.2	By the end of 2021, Teachers will design and trial common assessment tasks (CATS) to be used across the school in Maths A-3.
12 Month Target 2.3	By the end of 2021, English Reading & Viewing Assessments will be recorded for 100% of students. By the end of 2021, Teachers will implement common assessment tasks (CATS) to be in English moderated within the Professional Learning Communities
12 Month Target 2.4	By the end of 2021, the Staff Opinion Survey will move to 65%.
KIS 1 Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum in Literacy and Numeracy across the whole school.
Actions	Professional Learning Community (PLC) Meetings in English & Math Assessment development of CATS in English & Math Moderation Meetings in PLC's Development of whole school approach to unit planning Develop teacher capacity and understanding to analyze and use student data to plan for effective teaching in all areas of English & Numeracy Develop staff knowledge and capacity to plan for, support and implement differentiated teaching practices in all areas English & Numeracy
Outcomes	The particular focus has been on building the teacher's capacity in understanding and using the Victorian Curriculum for planning, assessment and reporting. In 2020 PPSS has begun this journey by implementing a scope and sequence for English, Math, and Respectful Relationships. It is important that a considerable amount of time in 2021 is focused on this to ensure that these are embedded across the school and are consistent from class to class.
Success Indicators	Curriculum Framework in Math's & English- Scope and sequence of learning for literacy and numeracy programs across the school, which is used across the school in classrooms. Observations and learning walks demonstrate use of digital learning. Whole school surveys--Surveys and pulse checks using survey monkey to see where staff mindset, understanding and implementation are at, which are to be completed at the end of each term.

	Professional development resources collated: E.g. all power points and handouts from meetings and spotlight on learning. Staff provide feedback to determine where knowledge and capacity has improved each term. Consistent documentation in English and Math's for planning and data collection. Continuous Assessment on SENTRAL- Assessment schedule and examples of classroom assessments used in English. Video examples of English & Math's lessons that demonstrate use of selected HIT's and improved the differentiation being maintained. Teacher Feedback on Staff Opinion Survey Peer observation evaluations and feedback templates completed. Observations of changes to classroom practices Examples of teacher presentations shared in spotlight on learning.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
A professional learning plan and schedule will be developed each term that is aligned to the schools focus in building a guaranteed and viable curriculum and consistency in practice. This will be achieved through staff meetings, spotlight on learning and curriculum days. (PD tracker will be used to evidence this) Professional learning will be facilitated by instructional leaders in the school or external presenters.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$250.00 ☐ Equity funding will be used
Develop a scope and sequence of resources and activities for Maths to be delivered in each section of the school so that programs are age appropriate and not repeated from year level to year level.	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used
All Teachers will complete assessments on the assessment schedule for English and Maths	☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Teachers will require training in the use of the SENTRAL Continuous Assessment for CATS to determine student achievement and track student growth.	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1	$0.00

				to: Term 4	☐ Equity funding will be used

KIS 2 Evaluating impact on learning	Develop, implement and embed a whole-school approach to formative and summative assessment
Actions	Professional Learning Community (PLC) Meetings in English & Math Assessment development of CATS in English & Math Moderation Meetings in PLC's Development of whole school approach to unit planning Develop teacher capacity and understanding to analyze and use student data to plan for effective teaching in all areas of English & Numeracy Develop staff knowledge and capacity to plan for, support and implement differentiated teaching practices in all areas English & Numeracy
Outcomes	The particular focus has been on building the teacher's capacity in understanding and using the Victorian Curriculum for planning, assessment and reporting. In 2020 PPSS has begun this journey by implementing a scope and sequence for English, Math, and Respectful Relationships. It is important that a considerable amount of time in 2021 is focused on this to ensure that these are embedded across the school and are consistent from class to class.
Success Indicators	Curriculum Framework in Math's & English- Scope and sequence of learning for literacy and numeracy programs across the school, which is used across the school in classrooms. Observations and learning walks demonstrate use of digital learning. Whole school surveys--Surveys and pulse checks using survey monkey to see where staff mindset, understanding and implementation are at, which are to be completed at the end of each term. Professional development resources collated: E.g. all power points and handouts from meetings and spotlight on learning. Staff provide feedback to determine where knowledge and capacity has improved each term. Consistent documentation in English and Math's for planning and data collection. Continuous Assessment on SENTRAL- Assessment schedule and examples of classroom assessments used in English. Video examples of English & Math's lessons that demonstrate use of selected HIT's and improved the differentiation being maintained. Teacher Feedback on Staff Opinion Survey Peer observation evaluations and feedback templates completed.

	Observations of changes to classroom practices Examples of teacher presentations shared in spotlight on learning.				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
A professional learning plan and schedule will be developed each term that is aligned to the schools focus in building a guaranteed and viable curriculum and consistency in practice. This will be achieved through staff meetings, spotlight on learning and curriculum days. (PD tracker will be used to evidence this) Professional learning will be facilitated by instructional leaders in the school or external presenters.		☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$250.00 ☐ Equity funding will be used
Develop a scope and sequence of resources and activities for Maths to be delivered in each section of the school so that programs are age appropriate and not repeated from year level to year level.		☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used
All Teachers will complete assessments on the assessment schedule for English and Maths		☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$150.00 ☐ Equity funding will be used
Teachers will require training in the use of the SENTRAL Continuous Assessment for CATS to determine student achievement and track student growth.		☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$150.00 ☐ Equity funding will be used
KIS 3 Evaluating impact on learning	Develop a school-wide approach to data collection and analysis to evaluate student learning growth				

Actions	Professional Learning Community (PLC) Meetings in English & Math Assessment development of CATS in English & Math Moderation Meetings in PLC's Development of whole school approach to unit planning Develop teacher capacity and understanding to analyze and use student data to plan for effective teaching in all areas of English & Numeracy Develop staff knowledge and capacity to plan for, support and implement differentiated teaching practices in all areas English & Numeracy
Outcomes	The particular focus has been on building the teacher's capacity in understanding and using the Victorian Curriculum for planning, assessment and reporting. In 2020 PPSS has begun this journey by implementing a scope and sequence for English, Math, and Respectful Relationships. It is important that a considerable amount of time in 2021 is focused on this to ensure that these are embedded across the school and are consistent from class to class.
Success Indicators	Curriculum Framework in Math's & English- Scope and sequence of learning for literacy and numeracy programs across the school, which is used across the school in classrooms. Observations and learning walks demonstrate use of digital learning. Whole school surveys--Surveys and pulse checks using survey monkey to see where staff mindset, understanding and implementation are at, which are to be completed at the end of each term. Professional development resources collated: E.g. all power points and handouts from meetings and spotlight on learning. Staff provide feedback to determine where knowledge and capacity has improved each term. Consistent documentation in English and Math's for planning and data collection. Continuous Assessment on SENTRAL- Assessment schedule and examples of classroom assessments used in English. Video examples of English & Math's lessons that demonstrate use of selected HIT's and improved the differentiation being maintained. Teacher Feedback on Staff Opinion Survey Peer observation evaluations and feedback templates completed. Observations of changes to classroom practices Examples of teacher presentations shared in spotlight on learning.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
All teachers will require professional development on the use of the SENTRAL CATS so that they are able to indicate where each student is located on the curriculum.	☑ Assistant Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

				to: Term 4	☐ Equity funding will be used
Develop a scope and sequence of resources and activities for Maths to be delivered in each section of the school so that programs are age appropriate and not repeated from year level to year level.	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used
All Teachers will complete assessments on the assessment schedule for English and Maths	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Teachers will require training in the use of the SENTRAL Continuous Assessment for CATS to determine student achievement and track student growth.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$2,750.00	$1,250.00
Additional Equity funding	$0.00	$0.00
Grand Total	$2,750.00	$1,250.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	from: Term 1 to: Term 4	☑ School-based staffing ☑ CRT	$250.00	$250.00
Invite local community members and leaders to school open days, assemblies, concerts and other school events	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services	$2,500.00	$1,000.00
Totals			$2,750.00	$1,250.00

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
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site
Document plans for coaching/mentoring/observation	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Establish processes/structures for collecting and monitoring school-wide data	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site

Develop curriculum units collaboratively with wellbeing team members	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Develop curriculum resources which reflect wellbeing and social-emotional learning focus	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Departmental resources Respectful Relationships Program SWPBS	☑ On-site
Enhance the use of the school grounds and facilities as a community hub for sports and events and open the school café for parents	☑ Leadership Team	from: Term 1 to: Term 4	☑ Curriculum development ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Leadership partners ☑ School improvement partnerships ☑ Internal staff	☑ On-site
Invite local community members and leaders to school open days, assemblies, concerts and other school events	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Leadership partners ☑ School improvement partnerships ☑ Internal staff	☑ On-site
A professional learning plan and schedule will be developed each term that is aligned to the schools focus in building a guaranteed and viable curriculum and consistency in practice. This will be achieved through staff meetings, spotlight	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Timetabled Planning Day	☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site

on learning and curriculum days. (PD tracker will be used to evidence this) Professional learning will be facilitated by instructional leaders in the school or external presenters.				☑ PLC/PLT Meeting		
Develop a scope and sequence of resources and activities for Maths to be delivered in each section of the school so that programs are age appropriate and not repeated from year level to year level.	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
All Teachers will complete assessments on the assessment schedule for English and Maths	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Teachers will require training in the use of the SENTRAL Continuous Assessment for CATS to determine student achievement and track student growth.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site