

# 2019 Annual Implementation Plan

## for improving student outcomes

Newmerella Primary School (2930)



Submitted for review by Stephen Mathers (School Principal) on 20 December, 2018 at 02:09 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	In 2018, we focused on this dimension through strategies planned in our AIP. This involved developing staff knowledge and skills in Curiosity and Powerful Learning (CPL) theories of action (ToA) to further develop and refine our school instructional model. The principal and curiosity champion collaborated with other FISO group colleagues to plan and deliver professional learning focussed on a specific CPL theory of action each term. This will be continued in 2019 and include teacher modelling, observation and feedback and collaboration focussed on CPL theories of action across our school and FISO group schools.
<b>Considerations for 2019</b>	<ol style="list-style-type: none"> <li>1. Collaborative staff professional learning with local schools to develop consistent learning protocols across local schools</li> <li>2. Upskilling two new classroom teachers in school instructional model</li> <li>3. Further developing teacher capacity to differentiate student learning to cater for and optimize learning for all cohorts</li> <li>4. Improving teacher judgement accuracy with student achievement</li> </ol>

**Documents that support this plan**

Newmerella PS Review Report Final 2018.docx (0.38 MB)

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Improve student learning achievement and growth in literacy and numeracy including an emphasis on extending students capable of high achievement.</p>	<p>Yes</p>	<p>By 2022 the percentage of year 3 students assessed in the top two bands in NAPLAN will increase by:</p> <ul style="list-style-type: none"> <li>• 10 percentage points from 33% to 43% in Reading</li> <li>• 10 percentage points from 46% to 56% in Writing</li> <li>• 20 percentage points from 20% to 40% in Numeracy.</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2019 the percentage of year 3 students assessed in the top two bands in NAPLAN will increase by:</p> <p>3 percentage points from 33% to 36% in Reading            3 percentage points from 46% to 49% in Writing            6 percentage points from 20% to 25% in Numeracy.</p>
		<p>By 2022 the alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at year 3 will improve by:</p> <ul style="list-style-type: none"> <li>• 29 percentage points Writing (2017 34% difference in alignment)</li> <li>• 7 percentage points from 93% to 100% in Numeracy. (2017 7% difference in alignment)</li> </ul>	<p>In 2019 the alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at year 3 will improve by:</p> <p>Greater alignment between Semester 1 teacher judgements and Naplan assessments</p>
		<p>By 2022 the alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at year 5 will improve by:</p> <ul style="list-style-type: none"> <li>• 35 percentage points from 60% to 95% in Reading (2017 40% difference in alignment)</li> </ul>	<p>In 2019 the alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at year 5 will improve by:</p> <p>Greater alignment between Semester 1</p>

		<ul style="list-style-type: none"> <li>• 13 percentage points from 87% to 100% in Numeracy. (2017 13% difference in alignment)</li> </ul>	teacher judgements and Naplan assessments
Improve students' connectedness and engagement in their learning	Yes	<p><b>Attitudes to School Survey</b></p> <p>By 2022 improve the percentage of positive responses for the following factors on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency from 91% to 98%</li> <li>• School Connectedness from 93% to 98%.</li> </ul>	<p>In 2019 improve the percentage of positive responses for the following factors on the Attitudes to School Survey:</p> <p>Student Voice and Agency from 91% to 93%</p> <p>School Connectedness from 93% to 95%.</p>
		<p><b>Staff Opinion Survey</b></p> <ul style="list-style-type: none"> <li>• To improve the School Climate module component mean score for Collective Efficacy from 81% to 95%</li> </ul>	To improve the School Climate module component mean score for Collective Efficacy from 81% to 85%
Ensure all students, staff and families are supported and engaged in a stimulating learning environment that connects them to the school and community.	Yes	<p><b>Parent Opinion Survey</b></p> <p>By 2022 improve the percentage of positive responses in the following factors:</p> <ul style="list-style-type: none"> <li>• 5 percentage points from 93% to 98% in General Satisfaction</li> <li>• 15 percentage points from 79% to 94% in Parent Participation and Involvement</li> <li>• 5 percentage points from 86% to 91% in School Pride and Confidence.</li> </ul>	<p>Parent Opinion Survey</p> <p>In 2019 improve the percentage of positive responses in the following factors:</p> <p>2 percentage points from 93% to 95% in General Satisfaction</p> <p>4 percentage points from 79% to 81% in Parent Participation and Involvement</p> <p>2 percentage points from 86% to 88% in School Pride and Confidence.</p>

<b>Goal 1</b>	Improve student learning achievement and growth in literacy and numeracy including an emphasis on extending students capable of high achievement.	
<b>12 Month Target 1.1</b>	In 2019 the percentage of year 3 students assessed in the top two bands in NAPLAN will increase by:  3 percentage points from 33% to 36% in Reading 3 percentage points from 46% to 49% in Writing 6 percentage points from 20% to 25% in Numeracy.	
<b>12 Month Target 1.2</b>	In 2019 the alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at year 3 will improve by:  Greater alignment between Semester 1 teacher judgements and Naplan assessments	
<b>12 Month Target 1.3</b>	in 2019 the alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at year 5 will improve by:  Greater alignment between Semester 1 teacher judgements and Naplan assessments	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Build teacher capacity to plan, deliver and assess individualised programs.	No
<b>KIS 2</b> Curriculum planning and assessment	Embed teacher capacity in the use of student performance data to inform the planning, delivery and assessment of a differentiated curriculum.	Yes
<b>KIS 3</b> Building practice excellence	Build teacher capacity to embed consistent and explicit high impact teaching strategies that encourage students to have ownership of their learning.	No
<b>KIS 4</b> Building practice excellence	Maximise learning experiences for all students with a focus on individualised goal setting.	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>	<p>From the school strategic review conducted in September 2018, analysis of the school's NAPLAN and school based assessment data identified a high proportion of Foundation to Year 3 students achieving below the state mean in reading writing and numeracy. There were also notable differences between teacher judgements of student performance at above/expected age level and NAPLAN assessments in 2017.</p> <p>School Review Panel recommended the focus for improvement in student performance in NAPLAN at Year 3 and alignment of teacher judgements to NAPLAN assessments at both Year 3 and 5.</p>	
<p><b>Goal 2</b></p>	<p>Improve students' connectedness and engagement in their learning</p>	
<p><b>12 Month Target 2.1</b></p>	<p>In 2019 improve the percentage of positive responses for the following factors on the Attitudes to School Survey:</p> <p>Student Voice and Agency from 91% to 93% School Connectedness from 93% to 95%.</p>	
<p><b>12 Month Target 2.2</b></p>	<p>To improve the School Climate module component mean score for Collective Efficacy from 81% to 85%</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Empowering students and building school pride</p>	<p>Develop strategies to promote increased levels of student agency and leadership utilising goal setting and student feedback.</p>	<p>Yes</p>
<p><b>KIS 2</b> Building practice excellence</p>	<p>Strengthen staff efficacy and collaboration with individual and collective accountability for improving student-learning outcomes.</p>	<p>No</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>The School Review Panel identified that the school should improve student's voice and agency, and connectedness to school. It was also agreed that building the Collective Efficacy of staff to be above the state mean for all primary schools to ensure staff believe they have the necessary skills, expertise and resources to successfully educate students. Fieldwork indicated that student agency and voice was not fully developed to empower students as self regulated learners.</p>	



<b>Goal 3</b>	Ensure all students, staff and families are supported and engaged in a stimulating learning environment that connects them to the school and community.	
<b>12 Month Target 3.1</b>	Parent Opinion Survey  In 2019 improve the percentage of positive responses in the following factors:  2 percentage points from 93% to 95% in General Satisfaction 4 percentage points from 79% to 81% in Parent Participation and Involvement 2 percentage points from 86% to 88% in School Pride and Confidence.	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Building communities	Develop a framework to build parent engagement in student learning and effective home/school partnerships that includes a variety of vehicles to seek and receive feedback.	
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The School Review Panel recommended that the school should actively seek to enhance relationships between, students, staff, families and the community and build the continued development and commitment to the school's vision and values.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Improve student learning achievement and growth in literacy and numeracy including an emphasis on extending students capable of high achievement.
<b>12 Month Target 1.1</b>	In 2019 the percentage of year 3 students assessed in the top two bands in NAPLAN will increase by:  3 percentage points from 33% to 36% in Reading 3 percentage points from 46% to 49% in Writing 6 percentage points from 20% to 25% in Numeracy.
<b>12 Month Target 1.2</b>	In 2019 the alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at year 3 will improve by:  Greater alignment between Semester 1 teacher judgements and Naplan assessments
<b>12 Month Target 1.3</b>	in 2019 the alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at year 5 will improve by:  Greater alignment between Semester 1 teacher judgements and Naplan assessments
<b>KIS 1</b> Curriculum planning and assessment	Embed teacher capacity in the use of student performance data to inform the planning, delivery and assessment of a differentiated curriculum.
<b>Actions</b>	Build staff capacity through 1. Staff collaborative professional learning with Network Schools focused on the following Curiosity and Powerful Learning (CPL) theories of action - Teaching and Learning Protocols, Challenging Learning Tasks, Higher Order Questions Assessment for Learning and Feedback 2. Professional Learning Community sessions led by Learning Specialist and Principal held weekly focused on a) CPL theories of action as above b) Practice Principles for Excellence in Teaching focused on rigorous assessment practices and feedback to inform teaching and learning. c) High Impact Teaching Strategies (HITS) focused on Setting Goals, Feedback, Questioning and Differentiated teaching aligned to the CPL theories of action.

	<p>d) VCOP Writing framework, especially for new and returning (3 out of 5) classroom teachers  e) Implementation of Area Literacy Strategy initiatives  3. In school and across Network Schools teacher participation in modelling, observation, feedback and mentoring and coaching based CPL and HITS focus areas.</p>			
<b>Outcomes</b>	<p>Leaders and teachers will</p> <ul style="list-style-type: none"> <li>- Design more authentic, fit for purpose assessments to reflect the learning program and objectives</li> <li>- Have improved their effectiveness and accuracy with student assessment and use of data to diagnose student learning needs and plan for differentiated learning</li> <li>- Provide more regular and improved feedback to students on their progress against individual learning goals and curriculum standards</li> <li>- Have Improved their effectiveness in analyzing student achievement data to improve their practice in differentiated teaching.</li> </ul> <p>Students will have improved their ability to</p> <ul style="list-style-type: none"> <li>- Identify and set individual learning goals</li> <li>- Self assess achievement of their learning goals</li> <li>- Provide feedback on their learning</li> <li>- Provide feedback on teaching practice</li> <li>- Achieve higher level outcomes in writing</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Teacher formative assessment artifacts such as rubrics, checklists, anecdotal notes</li> <li>- Teacher planning records documenting differentiated curriculum delivery</li> <li>- Improved NAPLAN results with an increased percentage of Year 3 students achieving in the in the top 2 bands for Reading, Writing and Numeracy</li> <li>- Improved accuracy of teacher judgement with student assessment evidenced by greater alignment with NAPLAN results</li> <li>- Individual learning goals for Reading, Writing, Spelling and Numeracy as well as school values of Caring, Honesty, Excellent and Learning developed  with each student at the beginning of each semester by their classroom teacher, recorded and shared with each child's parents.</li> <li>- End of semester student written reports to parents have student written self evaluations of progress with achievement of learning goals.</li> <li>- PIVOT Surveys to show improved results for teacher practice</li> <li>- Improved student outcomes in Writing as measured by Naplan and moderated teacher judgement to by 10%</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Appoint Learning Specialist for 2019	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Appoint Literacy Leader	<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
Appoint Numeracy Leader	<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
Develop professional learning plan for each term and facilitate staff professional learning focused on Curiosity and Powerful Learning, High Impact Teaching Strategies, Practice Principles and Outer Gippsland Literacy Strategy	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Support staff in the development of their Performance Development Plans to ensure alignment to AIP and monitor progress.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <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
Lead teachers to analyse end of semester student assessment data to support development of individual student learning goals and support their planning to deliver differentiated teaching.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to:	\$0.00  <input type="checkbox"/> Equity funding will

			Term 4	be used
All teaching and ES staff to attend SREC collaborative professional learning at Orbost SC on 29th January focused on learning protocols	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
All teachers engage in in-school observation and feedback (twice each term) with mentoring and coaching support . Also use of professional practice days for teachers to observe practice in other schools to develop focus areas.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(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
<b>Goal 2</b>	Improve students' connectedness and engagement in their learning			
<b>12 Month Target 2.1</b>	In 2019 improve the percentage of positive responses for the following factors on the Attitudes to School Survey:  Student Voice and Agency from 91% to 93% School Connectedness from 93% to 95%.			
<b>12 Month Target 2.2</b>	To improve the School Climate module component mean score for Collective Efficacy from 81% to 85%			
<b>KIS 1</b> Empowering students and building school pride	Develop strategies to promote increased levels of student agency and leadership utilising goal setting and student feedback.			
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Develop school community understandings of student voice, agency and leadership through DET, Amplify actions</li> <li>2. Identify trends and correlations between different data sets to identify issues in student engagement and the use of student voice, agency and leadership.</li> <li>3. Use the Practice Principles Self-Reflection Tool to lead discussions about existing practice, areas for improvement , and specific steps to be taken.</li> <li>4. Involve students in discussion and enable them to contribute their perspectives on learning, teaching and schooling.</li> <li>5. Support students to set up new structures for broader participation in decision making.</li> </ol>			

	6. Empower students through providing opportunity for student representatives to collaborate with student representatives from other network schools.			
<b>Outcomes</b>	<p>Leaders will develop and support teachers to have the capacity to -</p> <ul style="list-style-type: none"> <li>Actively seek student feedback about their teaching practice</li> <li>Collaborate with students to identify appropriate goals and progress their learning</li> <li>Assist students to frame future learning goals based on strengths and areas for improvement</li> <li>Incorporate real life contexts and learning beyond the classroom</li> <li>Design open ended learning experiences for students</li> <li>Empower students to make decisions about what and how they learn</li> <li>Co design learning plans with students and seek input from parents/carers</li> <li>Provide opportunities for students to share their learning, teach, question and challenge each other</li> <li>Explicitly teach leadership skills</li> <li>Co-design opportunities for students to build partnerships that connect learning within and beyond the school</li> </ul> <p>Students will develop the capacity to</p> <ul style="list-style-type: none"> <li>Give feedback to peers and teachers</li> <li>Actively seek feedback from teachers and peers to progress their learning</li> <li>Ask questions to strengthen their their understanding and reflect on learning experiences</li> <li>Negotiate learning goals and assessment</li> </ul>			
<b>Success Indicators</b>	<p>Improve the percentage of positive responses for the following factors on the Attitudes to School Survey: Student Voice and Agency from 91% to 93% and School Connectedness from 93% to 95%.</p> <p>Improve the School Climate module component mean score for Collective Efficacy from 81% to 85%</p> <p>Improved results on PIVOT whole school student survey related to student voice, agency and leadership items</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Individual learning goals for Reading, Writing, Spelling and Numeracy as well as school values of Caring, Honesty, Excellent and Learning developed with each student at the beginning of each semester by their classroom teacher, recorded and shared with parents.</p> <p>End of semester student written reports to parents have student written self evaluations of progress with achievement of learning</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

goals.				
Develop school community understandings of student voice, agency and leadership through DET Amplify actions through - Staff professional learning at weekly PLC meetings Communications to parents Classroom teaching and learning practices that develop student understanding	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Student leadership positions developed with students with inclusion and opportunity for all students to be leaders.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Ensure all students, staff and families are supported and engaged in a stimulating learning environment that connects them to the school and community.			
<b>12 Month Target 3.1</b>	Parent Opinion Survey  In 2019 improve the percentage of positive responses in the following factors:  2 percentage points from 93% to 95% in General Satisfaction 4 percentage points from 79% to 81% in Parent Participation and Involvement 2 percentage points from 86% to 88% in School Pride and Confidence.			
<b>KIS 1</b> Building communities	Develop a framework to build parent engagement in student learning and effective home/school partnerships that includes a variety of vehicles to seek and receive feedback.			
<b>Actions</b>	Appoint staff member to building school staff and school community capacity through leading professional learning focused on student voice, advocacy and leadership Develop school community understanding of student voice, agency and leadership through DET Amplify actions Publicize and provide opportunities for school community to experience student voice, agency and leadership through presentation and demonstration of student learning that encourages school community inclusion and involvement through activities such as; Grandparents and Families Day, Book Character Week, Sports Days, Whole school Musical production, Art Show , camps and excursions and parent classroom support Actively seek feedback from parents on student learning through active digital real time sharing of student learning with parents - eg.			

	texts, emails Explore use of digital programs such as Educate Us to share real time student learning with parents Build school community capacity and understandings in giving, receiving, and responding to feedback as part of development of school communications policy and protocols			
<b>Outcomes</b>	Whole school community will have an improved understanding of student voice, agency and leadership Whole school community will have an improved understanding in giving, receiving and responding to feedback to provide clear and consistent communications School community will build skills and consistency in use of digital real time technology to enhance communications			
<b>Success Indicators</b>	Parent Opinion Survey in 2019 will improve the percentage of positive responses in the following factors: 2 percentage points from 93% to 95% in General Satisfaction 4 percentage points from 79% to 81% in Parent Participation and Involvement 2 percentage points from 86% to 88% in School Pride and Confidence.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
At weekly PLC meetings facilitate staff professional learning to build their understanding of student voice, agency and understanding and implement actions from Amplify	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Resource and facilitate activities to enhance opportunities for parent inclusion an engagement and also student voice, agency and leadership	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Explore and implement digital technology to provide real time feedback to parents on student learning. eg. Educate Us	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to:	\$5,000.00



	<input checked="" type="checkbox"/> Teacher(s)		Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Facilitate building staff, student and parent capacity in giving, receiving and responding to feedback through professional learning, teaching practices and communications.	<input checked="" type="checkbox"/> Learning Specialist(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

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$39,000.00	\$39,000.00
Additional Equity funding	\$10,000.00	\$10,000.00
<b>Grand Total</b>	<b>\$49,000.00</b>	<b>\$49,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Appoint Learning Specialist for 2019	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00
Develop professional learning plan for each term and facilitate staff professional learning focused on Curiosity and Powerful Learning, High Impact Teaching Strategies, Practice Principles and Outer Gippsland Literacy Strategy	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
All teaching and ES staff to attend SREC collaborative professional learning at Orbost SC on 29th January focused on learning protocols	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$4,000.00	\$4,000.00
All teachers engage in in-school observation and feedback (twice each term) with mentoring and	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00

coaching support . Also use of professional practice days for teachers to observe practice in other schools to develop focus areas.	to: Term 4	<input checked="" type="checkbox"/> CRT		
Student leadership positions developed with students with inclusion and opportunity for all students to be leaders.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
At weekly PLC meetings facilitate staff professional learning to build their understanding of student voice, agency and understanding and implement actions from Amplify	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Resource and facilitate activities to enhance opportunities for parent inclusion an engagement and also student voice, agency and leadership	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$6,000.00	\$6,000.00
Explore and implement digital technology to provide real time feedback to parents on student learning. eg. Educate Us	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Facilitate building staff, student and parent capacity in giving, receiving and responding to feedback through professional learning, teaching practices and communications.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$4,000.00	\$4,000.00
<b>Totals</b>			\$39,000.00	\$39,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Private psychology, counselling, OT and speech pathology not provided through DET Student Support	from: Term 1	<input checked="" type="checkbox"/> Support services	\$10,000.00	\$10,000.00

Services	to: Term 4			
<b>Totals</b>			\$10,000.00	\$10,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop professional learning plan for each term and facilitate staff professional learning focused on Curiosity and Powerful Learning, High Impact Teaching Strategies, Practice Principles and Outer Gippsland Literacy Strategy	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Lead teachers to analyse end of semester student assessment data to support development of individual student learning goals and support their planning to deliver differentiated teaching.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
All teaching and ES staff to attend SREC collaborative professional learning at Orbost SC on 29th January focused on learning protocols	<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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Andrew Jones	<input checked="" type="checkbox"/> Off-site Orbost Secondary College
All teachers engage in in-school observation and feedback (twice each term)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to:	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting /	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Other schools as

with mentoring and coaching support . Also use of professional practice days for teachers to observe practice in other schools to develop focus areas.	<input checked="" type="checkbox"/> Teacher(s)	Term 4	<input checked="" type="checkbox"/> Demonstration lessons	Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	appropriate
Develop school community understandings of student voice, agency and leadership through DET Amplify actions through - Staff professional learning at weekly PLC meetings Communications to parents Classroom teaching and learning practices that develop student understanding	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
At weekly PLC meetings facilitate staff professional learning to build their understanding of student voice, agency and understanding and implement actions from Amplify	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Facilitate building staff, student and parent capacity in giving, receiving and responding to feedback through professional learning, teaching practices and communications.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site