

2021 Annual Implementation Plan

for improving student outcomes

Frankston Primary School (1464)



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

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

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

Enter your reflective comments	Please see these reflective comments made in each sections FISO Self-Evaluation area for 2021.
Considerations for 2021	Areas have been reflected on with comments on moving forward with actions from the 2021 year.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Improve reading, writing and numeracy outcomes for all students.
Target 2.1	<ul style="list-style-type: none"> • By 2022, the percentage of Year 5 students making high relative NAPLAN growth in reading will be at or above 25 per cent. • By 2022, the percentage of students making high relative NAPLAN growth in writing will be at or above 25 per cent. • By 2022, the percentage of students making high relative NAPLAN growth in numeracy will be at or above 25 per cent.
Target 2.2	<ul style="list-style-type: none"> • By 2022, the percentage of students assessed in the top two bands of NAPLAN reading, will be 55 per cent or higher for Year 3 and 35 per cent or higher for Year 5. • By 2022, the percentage of students assessed in the top two bands of NAPLAN writing, will be 55 per cent or higher for Year 3 and 25 per cent or higher for Year 5. • By 2022, the percentage of students assessed in the top two bands of NAPLAN numeracy, will be 30 per cent or higher for Year 3 and 35 per cent or higher for Year 5.

Target 2.3	<ul style="list-style-type: none"> • By 2022, the percentage of F-6 students assessed at or above the expected level in reading and viewing will be at or above the 2018 benchmark. • By 2022, the percentage of F-6 students assessed at or above the expected level in writing will be at or above the 2018 benchmark. • By 2022, the percentage of F-6 students assessed at or above the expected level in all three Maths Strands will be at or above the 2018 benchmark.
Target 2.4	<ul style="list-style-type: none"> • Reading: PAT testing target (to be finalised by the school) • Numeracy: PAT testing target (to be finalised by the school)
Key Improvement Strategy 2.a Building practice excellence	Develop and embed a whole school evidenced-based instructional model for reading, writing and numeracy.
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data in order to inform planning and promote the teaching of students at their point of need.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build teacher capacity through the development of a whole school peer observation, coaching
Goal 3	To improve student engagement.
Target 3.1	By 2022, the average number of absence days per student will be less than the school's 2015 – 2017 average of 17.14 absence days per student.

Target 3.2	By 2022, the Parent Opinion Survey score for 'Parent Participation and Involvement' will be at or above a 75 per cent approval rating.
Target 3.3	By 2022, the Parent Opinion Survey score for 'Teacher Communication' will be at or above an 85 per cent approval rating.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop a school attendance policy outlining clear strategies to improve student attendance.
Key Improvement Strategy 3.b Health and wellbeing	Review, develop, implement and monitor consistent whole school student wellbeing approaches.
Key Improvement Strategy 3.c Parents and carers as partners	Develop a 'parent as partners' plan (or similar), focusing on improved communication, engagement and parent participation.
Goal 4	To improve Language Learning outcomes for all students through a Language Program.
Target 4.1	Language Program to be staffed through a qualified Language Teacher.
Key Improvement Strategy 4.a Building practice excellence	Develop a school Language Program through a qualified Language Teacher.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>1. Learning Catch Up and Extension a. Reading - Learning Intervention / Tutoring Program: a. By the end of Semester One, students in P - 6 RTI will show learning growth to the next DIBELS achievement band. b. By the end of Semester Two, 90% of students in P - 2 will achieve AT Level DIBELS achievement band.</p> <p>c. By the end of Semester One, students in Grade 2 - 6 will reflect learning growth improvement in PAT Reading and Numeracy Scale Score. c. By the end of Semester Two, 90% Grade 2 - 6 students below 25th percentile in PAT Reading and Numeracy, will reflect learning growth to 25th percentile or above. d. By the end of Semester Two, 90% Grade 2 - 6 students between 25th to 49th percentile in PAT Reading and Numeracy, will reflect learning growth to 50th percentile or above.</p> <p>2. Happy, Active and Healthy Kids</p>

			<p>a. Positive Climate for Learning - Health and Wellbeing The 2021 Student Opinion Survey % scores for Resilience and Sense of Confidence will increase.</p> <p>b. 2021 School-based student survey and student forum groups will reflect positive endorsement of student health and wellbeing improvement each term.</p> <p>3. Connected Schools</p> <p>a. The 2021 average number of days absent per student will be less than 16.3 days in 2019.</p> <p>b. The 2021 Parent Opinion Survey score for 'Teacher Communication' will be at or above 75%.</p> <p>c. School-based parent survey and parent forum groups will reflect improved positive endorsement of teacher communication.</p>
Improve reading, writing and numeracy outcomes for all students.	No	<ul style="list-style-type: none"> • By 2022, the percentage of Year 5 students making high relative NAPLAN growth in reading will be at or above 25 per cent. • By 2022, the percentage of students making high relative NAPLAN growth in writing will be at or above 25 per cent. • By 2022, the percentage of students making high relative NAPLAN growth in numeracy will be at or above 25 per cent. 	
		<ul style="list-style-type: none"> • By 2022, the percentage of students assessed in the top two bands of NAPLAN reading, will be 55 per cent or higher for Year 3 and 35 per cent or higher for Year 5. 	

		<ul style="list-style-type: none"> • By 2022, the percentage of students assessed in the top two bands of NAPLAN writing, will be 55 per cent or higher for Year 3 and 25 per cent or higher for Year 5. • By 2022, the percentage of students assessed in the top two bands of NAPLAN numeracy, will be 30 per cent or higher for Year 3 and 35 per cent or higher for Year 5. 	
		<ul style="list-style-type: none"> • By 2022, the percentage of F-6 students assessed at or above the expected level in reading and viewing will be at or above the 2018 benchmark. • By 2022, the percentage of F-6 students assessed at or above the expected level in writing will be at or above the 2018 benchmark. • By 2022, the percentage of F-6 students assessed at or above the expected level in all three Maths Strands will be at or above the 2018 benchmark. 	
		<ul style="list-style-type: none"> • Reading: PAT testing target (to be finalised by the school) • Numeracy: PAT testing target (to be finalised by the school) 	
To improve student engagement.	No	By 2022, the average number of absence days per student will be less than the school's 2015 – 2017 average of 17.14 absence days per student.	
		By 2022, the Parent Opinion Survey score for 'Parent Participation and Involvement' will be at or above a 75 per cent approval rating.	

		By 2022, the Parent Opinion Survey score for 'Teacher Communication' will be at or above an 85 per cent approval rating.	
To improve Language Learning outcomes for all students through a Language Program.	No	Language Program to be staffed through a qualified Language Teacher.	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>1. Learning Catch Up and Extension</p> <p>a. Reading - Learning Intervention / Tutoring Program:</p> <p>a. By the end of Semester One, students in P - 6 RTI will show learning growth to the next DIBELS achievement band.</p> <p>b. By the end of Semester Two, 90% of students in P - 2 will achieve AT Level DIBELS achievement band.</p> <p>c. By the end of Semester One, students in Grade 2 - 6 will reflect learning growth improvement in PAT Reading and Numeracy Scale Score.</p> <p>c. By the end of Semester Two, 90% Grade 2 - 6 students below 25th percentile in PAT Reading and Numeracy, will reflect learning growth to 25th percentile or above.</p> <p>d. By the end of Semester Two, 90% Grade 2 - 6 students between 25th to 49th percentile in PAT Reading and Numeracy, will reflect learning growth to 50th percentile or above.</p> <p>2. Happy, Active and Healthy Kids</p> <p>a. Positive Climate for Learning - Health and Wellbeing</p> <p>The 2021 Student Opinion Survey % scores for Resilience and Sense of Confidence will increase.</p> <p>b. 2021 School-based student survey and student forum groups will reflect positive endorsement of student health and wellbeing improvement each term.</p>

	<p>3. Connected Schools</p> <p>a. The 2021 average number of days absent per student will be less than 16.3 days in 2019.</p> <p>b. The 2021 Parent Opinion Survey score for 'Teacher Communication' will be at or above 75%.</p> <p>c. School-based parent survey and parent forum groups will reflect improved positive endorsement of teacher communication.</p>	
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.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>1. Learning Catch Up and Extension</p> <p>a. Reading - Learning Intervention / Tutoring Program:</p> <p>a. By the end of Semester One, students in P - 6 RTI will show learning growth to the next DIBELS achievement band.</p> <p>b. By the end of Semester Two, 90% of students in P - 2 will achieve AT Level DIBELS achievement band.</p> <p>c. By the end of Semester One, students in Grade 2 - 6 will reflect learning growth improvement in PAT Reading and Numeracy Scale Score.</p> <p>c. By the end of Semester Two, 90% Grade 2 - 6 students below 25th percentile in PAT Reading and Numeracy, will reflect learning growth to 25th percentile or above.</p> <p>d. By the end of Semester Two, 90% Grade 2 - 6 students between 25th to 49th percentile in PAT Reading and Numeracy, will reflect learning growth to 50th percentile or above.</p> <p>2. Happy, Active and Healthy Kids</p> <p>a. Positive Climate for Learning - Health and Wellbeing</p> <p>The 2021 Student Opinion Survey % scores for Resilience and Sense of Confidence will increase.</p> <p>b. 2021 School-based student survey and student forum groups will reflect positive endorsement of student health and wellbeing improvement each term.</p> <p>3. Connected Schools</p> <p>a. The 2021 average number of days absent per student will be less than 16.3 days in 2019.</p> <p>b. The 2021 Parent Opinion Survey score for 'Teacher Communication' will be at or above 75%.</p> <p>c. School-based parent survey and parent forum groups will reflect improved positive endorsement of teacher communication.</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Instructional Model:</p> <p>* Plan whole school / Team professional learning focused on identified core priority Reading and Numeracy Instructional Model areas throughout the year.</p>

	<p>Data Literacy: * Plan whole school / Team professional learning focused on building teacher capacity in data literacy throughout the year.</p> <p>Coaching: * Develop structured mentoring and coaching program throughout the year.</p> <p>* RTI - Learning Intervention & Tutoring Program * Plan and implement an effective P - 6 RTI Learning and Catch Up Program throughout the year.</p>
Outcomes	<p>Instructional Model: * Teachers will consistently and explicitly implement the school's Reading and Numeracy instructional model with whole school consistency and common language. * Teachers demonstrate the confidence and skills in which they are incorporating high impact teaching strategies into classroom practice that underpin the school's Instructional Model.</p> <p>Data Literacy: * Teachers work individually and in Teaching Teams to confidently analyse student data, assess the need to adapt teacher classroom practice, refine approaches to assessment, curriculum planning and learning and teaching.</p> <p>Coaching: * The school has explicit systems for collaboration, observation, the modelling of effective practice and feedback.</p> <p>* RTI - Learning Intervention & Tutoring Program * The school has an explicit RTI Learning and Catch up Model - success criteria as per AIP 2021 Targets.</p>
Success Indicators	<p>Instructional Model: * Classroom observation and learning walks demonstrating take up of instructional model professional learning strategies.</p> <p>Staff Opinion Survey: * School Leadership Instructional Leadership - increase from 81% endorsement in 2020. * Knowledge of High Impact Teaching Strategies - increase from 60% endorsement in 2020. * Use pedagogical model - 90 - 100% endorsement * Professional Learning targets Literacy and Numeracy - 90 - 100% endorsement.</p> <p>Data Literacy: * Individual teachers and Teaching Team meeting and planning observations demonstrating how to effectively use a range of assessment to inform curriculum planning and refining learning and teaching practice.</p>

	<p>* Individual teachers and Teaching Team increase confidence in use of Data Walls, assessment, analysis, monitoring of student learning progress and adapting learning and teaching.</p> <p>Staff Opinion Survey:</p> <ul style="list-style-type: none"> * Teacher Collaboration - increase from 69% endorsement in 2020. * Understand Formative Assessment - increase from 40% endorsement in 2020. * Monitor Effectiveness Using Data - increase from 60% endorsement in 2020. * Skills to Measure Impact - increase from 60% endorsement in 2020 * Understand How to Analyse Data - increase from 20% endorsement in 2020. * Academic Emphasis - increase from 59% endorsement in 2020. <p>Coaching:</p> <ul style="list-style-type: none"> * Structured mentoring and coaching systems established across the school. * Teachers will have had the opportunity to engage in peer observations, mentoring, coaching and build capacity in implementing whole school Instructional Model in Reading and Numeracy. <p>Staff Opinion Survey:</p> <ul style="list-style-type: none"> * Teaching & Learning - Practice Improvement - maintain overall 90% or above endorsement. <p>Overall - Success Indicator - FISO Continuum Development - Excellence in Teaching & Learning - Building Practice Excellence"</p> <ul style="list-style-type: none"> * High Impact Teaching Strategies - staff review places school's work within the Embedding Phase. * Staff Opinion Survey - Collective Efficacy - increase from 56% in 2020. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Reading Instructional Model:</p> <ul style="list-style-type: none"> * P - 2 Instructional Model - implementation in 1/2 classrooms * 3 - 6 Instructional Model - embed Instructional Model * Schedule and organise professional learning on model. <p>Numeracy Instructional Model:</p> <ul style="list-style-type: none"> * Professional learning - transfer of instructional model to Numeracy * Team Maths Planner – consistent planner reinforcing implementation of model * Formative Assessment – Rubric implementation 	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

* Data literacy – Data Walls * Team Planning – cycle of inquiry for learning & planning (Booker introduction)				
Data Literacy: * Schedule and organise professional learning on building teacher capacity in data literacy - formative and summative - collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Data Literacy: * Establish processes / structures for collecting and monitoring school wide data (protocols, schedule of meetings, agenda) * Use of Data Walls - develop teacher capacity. * Use of Assessment Rubric (student learning progress reports) - develop formative assessment strategies. * DIBELS P - 2 & 3 - 6 * EOI & MOI - Prep, Grade 1. * PAT Reading and Numeracy. * NAPLAN data.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Coaching: * Document plans for coaching/mentoring/observation. * Develop alignment of building teacher capacity, peer observation and teacher reflection of practice improvement. * Release of learning specialist with focus on providing coaching conversations, mentoring and modelling classroom instruction. * Employment of coach/mentor 0.4 * Employment of teacher release for coaching 0.2	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
RTI - Learning Intervention & Tutoring Program: * Employment of RTI Teacher 0.6 (FPS SRP) * Embed OG SSP RTI Model in intervention / tutoring support * Develop DIBELS assessment / monitoring learning growth schedule * Develop review of student learning growth schedule	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$57,500.00 <input checked="" type="checkbox"/> Equity funding will be used

* Develop student learning growth monitoring process / systems for RTI and classroom monitoring.				
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<ul style="list-style-type: none"> * Embedd whole school implementation of Restorative Practice and positive relational culture - Real Schools. * Refine whole school implementation of Zones of Regulation - developing students' emotional awareness and positive response to regulation. * Review and refine refocus school-wide expectations for positive behaviour - teacher and student actions. * Develop and build School Values into whole school wellbeing structures. * Develop plan for implementation of Respectful Relationships Education Program. 			
Outcomes	<ul style="list-style-type: none"> * Clear classroom structures, processes and BSP (Behaviour Support Plans) supporting engagement of Tier 2 students in the classroom and the yard - minimising 'at risk' behaviours and interruptions to learning. * Clear BSP supporting at risk Tier 3 students in the classroom and the yard minimising 'at risk' behaviours. * Developed school documentation supporting whole school student wellbeing approaches - underpinned within a Restorative Framework of a positive relational school. 			
Success Indicators	<ul style="list-style-type: none"> * The 2021 Student Opinion Survey score for Resilience increases from 81% in 2019. * The 2021 Student Opinion Survey score for Sense of Confidence will improve from 84% in 2019. * The 2021 Student Opinion Survey score for Sense of Connectedness will improve from 88% in 2019. * The Student Opinion Survey score for Non-Experience of Bullying will improve from 59% in 2019. * School-based student survey and student forums will show improved levels of positive endorsement of happy, active and healthy kids. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Embedd whole school implementation of Restorative Practice and positive relational culture - Real Schools.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>Develop school practice and documentation supporting positive whole school student wellbeing approaches - underpinned within a Restorative Framework of a positive relational school.</p> <p>* Zones of Regulation - developing students' emotional awareness and positive response to regulation.</p> <p>* School-wide expectations for positive behaviour - teacher and student actions.</p> <p>* School Values - blended into whole school wellbeing structures.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>* Develop plan for implementation of Respectful Relationships Education Program.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>* Implementation of the Engagement Program - focus on building happy, healthy and connected kids.</p> <p>* ES staffing supporting facilitation of Engagement Program.</p>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,500.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<p>Student Attendance:</p> <ul style="list-style-type: none"> * Develop consistent and clear whole school practice of the tracking and monitoring of targeted students for attendance improvement * Develop and implement consistent whole school support strategies to support improved student attendance * Embed consistent implementation of Attendance Improvement Plans across the school for identified students. <p>Teacher Communication:</p> <ul style="list-style-type: none"> * Strengthen teacher / school communication with parents and carers about their child's learning progress. 			
Outcomes	<p>Student Attendance:</p> <ul style="list-style-type: none"> * Wellbeing / SIT Team - lead clear whole school attendance tracking - involving clear tracking, reviewing and monitoring of individual, Level and whole school student absence data * Wellbeing Team - provide clear and regular information to parents in a variety of forums - parent teacher interviews (improvement 			

	<p>plans), parent information sessions and forums and newsletter items. * Wellbeing Team - development of consistent explicit whole school reward and positive achievement strategies plan.</p> <p>Teacher Communication: * parents and carers reflect improved feedback on home-school communication * parents and carers engage in multiple ways with the school and provide parent voice and feedback that assists with improved teacher communication.</p>			
Success Indicators	<p>Student Attendance: * SIT / Wellbeing Minutes - reflecting clear focus on student attendance from Term 1 through Term 4 * Wellbeing Team - clear and developed data tracking proformas reflecting student tracking and monitoring methods Term 1 to Term 4. * Wellbeing Team - completed whole school plan for reward and positive achievement strategies.</p> <p>Panorama Student Attendance Data: * Panorama Student Attendance Data - improve from 16.0 days absent per student 2019 or less per student in 2021.</p> <p>Teacher Communication: * The 2021 Parent Opinion Survey score for 'Teacher Communication' will be at or above 75%. * The 2021 Parent Opinion Survey score for 'Parent Participation and Involvement' will remain at or above 75%. * The 2021 Parent Opinion Survey rating 'communicate with me re child's progress' will increase from 59% endorsement in 2020. * Show improved levels of positive endorsement of teacher / school communication through school-based parent survey.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Attendance: Develop consistent and clear whole school practice of the tracking and monitoring of targeted students for attendance improvement	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Attendance: Develop and implement consistent whole school support strategies to support improved student attendance.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Teacher Communication: Develop and implement school-based parent survey and parent forum groups at least once per term.</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$144,000.00	\$140,000.00
Additional Equity funding	\$107,085.00	\$107,085.00
Grand Total	\$251,085.00	\$247,085.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Coaching: * Document plans for coaching/mentoring/observation. * Develop alignment of building teacher capacity, peer observation and teacher reflection of practice improvement. * Release of learning specialist with focus on providing coaching conversations, mentoring and modelling classroom instruction. * Employment of coach/mentor 0.4 * Employment of teacher release for coaching 0.2	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$60,000.00	\$56,000.00
RTI - Learning Intervention & Tutoring Program: * Employment of RTI Teacher 0.6 (FPS SRP) * Embedd OG SSP RTI Model in intervention / tutoring support * Develop DIBELS assessment / monitoring learning growth schedule * Develop review of student learning growth schedule	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$57,500.00	\$57,500.00

* Develop student learning growth monitoring process / systems for RTI and classroom monitoring.				
Embedd whole school implementation of Restorative Practice and positive relational culture - Real Schools.	from: Term 1 to: Term 4		\$14,000.00	\$14,000.00
* Implementation of the Engagement Program - focus on building happy, healthy and connected kids. * ES staffing supporting facilitation of Engagement Program.	from: Term 1 to: Term 4		\$12,500.00	\$12,500.00
Totals			\$144,000.00	\$140,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Learning and Teaching Sub Program Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$72,085.00	\$72,085.00
Professional Learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$35,000.00	\$35,000.00
Totals			\$107,085.00	\$107,085.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Reading Instructional Model: * P - 2 Instructional Model - implementation in 1/2 classrooms * 3 - 6 Instructional Model - embed Instructional Model * Schedule and organise professional learning on model.</p> <p>Numeracy Instructional Model: * Professional learning - transfer of instructional model to Numeracy * Team Maths Planner – consistent planner reinforcing implementation of model * Formative Assessment – Rubric implementation * Data literacy – Data Walls * Team Planning – cycle of inquiry for learning & planning (Booker introduction)</p>	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
<p>Data Literacy: * Schedule and organise professional learning on building teacher capacity in data literacy - formative and</p>	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

summative - collecting, analysing, responding to and monitoring data throughout the year.			<input checked="" type="checkbox"/> Curriculum development		<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Embedd whole school implementation of Restorative Practice and positive relational culture - Real Schools.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site