

2020 Annual Implementation Plan

for improving student outcomes

Vermont South Special School (5025)



Submitted for review by Clare Merison (School Principal) on 20 December, 2019 at 12:48 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>The school review was conducted in Term 1 of 2019. The 2019 annual implementation plan was written in term 2. Prior to the school review, the whole staff were involved in assessing the FISO dimensions. For this self evaluation the whole staff were also involved in assessing where we are currently.</p> <p>In the 2nd half of 2019 we have progressed in the following areas: Building Practice excellence - Evolving moving towards Embedding to Embedding Curriculum planning and assessment - Evolving to Evolving moving towards Embedding Evidence-based high-impact teaching strategies - Evolving to Evolving moving towards Embedding Evaluating impact on learning - Evolving to Evolving moving towards Embedding Building leadership teams - Evolving moving towards Embedding to Embedding Strategic resource management - Evolving moving towards Embedding to Embedding Intellectual engagement and self-awareness - Evolving to Evolving moving towards Embedding</p> <p>In semester 2, there has been a focus on:</p>
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	<p>Pedagogy Inquiry cycles - one per section on Maths and one in English. Each of these inquiry cycles was presented to the whole staff as professional learning Peer Observation - these have continued in both terms 3 and 4 and each of these observations has been focussed on a High Impact Teaching Strategy CUST training from DET Coaching in SWPBS from Regional staff</p>
<p>Considerations for 2020</p>	<p>As we do not have any new staff joining the school in 2020, it will be a year of consolidation, mentoring the less experienced teachers and coaching them in English, Maths and classroom management. With a smaller leadership team, it highlights the need for distributed leadership and for teams to develop more self direction in problem solving and supporting each other. With 2 learning specialists in the school, a new School improvement Team will be formed, combining the existing leadership team and the learning specialists. Development of middle leaders remains a priority.</p> <p>A consideration is how to increase our student population for 2021 and beyond.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	Improve student achievement in reading and viewing.
Target 1.1	By 2022 the percentage of students who achieve 0 progression point growth will decrease from 30% (2018) of students to 15% in Reading & Viewing, Victorian Curriculum.
Target 1.2	By 2022 the percentage of students who achieve 1 progression point growth will increase from 30% (2018) of students to 40% in Reading & Viewing, Victorian Curriculum.
Target 1.3	By 2022 the percentage of students who achieve 2 or over progression point growth will increase from 40% (2018) of students to 45% in Reading & Viewing, Victorian Curriculum.
Key Improvement Strategy 1.a Curriculum planning and assessment	Build teacher understanding to assess and use data and evidence to inform point of need teaching and learning.
Key Improvement Strategy 1.b Building practice excellence	Build the skills of leaders and teams to improve student outcomes.
Key Improvement Strategy 1.c Building practice excellence	Use peer observation, reflective practice, mentoring and coaching to build the capacity of staff.
Goal 2	Maximise student engagement in learning
Target 2.1	By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks:

	<ul style="list-style-type: none"> • Student voice and agency from 86% to 90% • Stimulated learning from 86% to 90%.
Target 2.2	<p>By 2022 improve (maintain at or above for one factor) the percentage of positive responses to the Parent Opinion Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Effective teaching from 92% to 95% • Student motivation and support from 92% to 95% • Stimulating learning environment at 95% or above.
Target 2.3	<p>By 2022 improve the percentage of positive responses to the School Staff Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Teacher collective efficacy from 64% to 74% • Shielding and buffering from 53% to 63%.
Key Improvement Strategy 2.a Curriculum planning and assessment	Ensure curriculum planning and implementation engages and challenges students.
Goal 3	Strengthen students' sense of inclusion, safety and wellbeing.
Target 3.1	<p>By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Student resilience from 91% to 95% • Managing bullying from 90% to 94% • Sense of connectedness from 89% to 93%.

Target 3.2	<p>By 2022 improve (maintain at or above for one factor) the percentage of positive responses to the Parent Opinion Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Managing bullying from 89% to 93% • Not experience bullying factor from 63% to 73% • Respect for diversity at 95% or above.
Key Improvement Strategy 3.a Health and wellbeing	Embed the School Wide Positive Behaviour Support framework to deliver support to students, staff and families.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve student achievement in reading and viewing.	Yes	By 2022 the percentage of students who achieve 0 progression point growth will decrease from 30% (2018) of students to 15% in Reading & Viewing, Victorian Curriculum.	By the end of 2020, less than 30% of students to show no growth in their progression point in reading and viewing
		By 2022 the percentage of students who achieve 1 progression point growth will increase from 30% (2018) of students to 40% in Reading & Viewing, Victorian Curriculum.	By the end of 2020, 30% or more of students to show growth in their progression point in reading and viewing
		By 2022 the percentage of students who achieve 2 or over progression point growth will increase from 40% (2018) of students to 45% in Reading & Viewing, Victorian Curriculum.	By the end of 2020, more than 40% of students to show growth in their progression point in reading and viewing
Maximise student engagement in learning	Yes	By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks: <ul style="list-style-type: none"> • Student voice and agency from 86% to 90% • Stimulated learning from 86% to 90%. 	By the end of 2020, the positive responses in the Attitudes to school survey will be above 86% for Student Voice and Agency and above 86% for Stimulating learning.

		<p>By 2022 improve (maintain at or above for one factor) the percentage of positive responses to the Parent Opinion Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Effective teaching from 92% to 95% • Student motivation and support from 92% to 95% • Stimulating learning environment at 95% or above. 	<p>By the end of 2020, the percentage of positive responses from the Parent opinion survey to be above; 92% for Effective teaching 92% for student motivation and support and 95% for Stimulating learning environment</p>
		<p>By 2022 improve the percentage of positive responses to the School Staff Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Teacher collective efficacy from 64% to 74% • Shielding and buffering from 53% to 63%. 	<p>By the end of 2020 to improve the percentage of positive responses in the school staff so they are above; 64% for Teacher collective efficacy 53% for shielding and buffering</p>
<p>Strengthen students' sense of inclusion, safety and wellbeing.</p>	<p>Yes</p>	<p>By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Student resilience from 91% to 95% • Managing bullying from 90% to 94% • Sense of connectedness from 89% to 93%. 	<p>By the end of 2020, to increase the percentage of positive responses in the Attitudes to School survey so they are above: 91% for Student resilience 90% for Managing bullying 89% for Sense of connectedness</p>
		<p>By 2022 improve (maintain at or above for one factor) the percentage of positive responses to the Parent Opinion Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Managing bullying from 89% to 93% • Not experience bullying factor from 63% to 73% 	<p>By the end of 2020, to improve the percentage of positive responses in the Parent Opinion survey so that they are above 89% for Managing bullying 63% for Not experience bullying factor 95% for Respect for diversity</p>

		<ul style="list-style-type: none"> • Respect for diversity at 95% or above. 	
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Goal 1	Improve student achievement in reading and viewing.	
12 Month Target 1.1	By the end of 2020, less than 30% of students to show no growth in their progression point in reading and viewing	
12 Month Target 1.2	By the end of 2020, 30% or more of students to show growth in their progression point in reading and viewing	
12 Month Target 1.3	By the end of 2020, more than 40% of students to show growth in their progression point in reading and viewing	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build teacher understanding to assess and use data and evidence to inform point of need teaching and learning.	Yes
KIS 2 Building practice excellence	Build the skills of leaders and teams to improve student outcomes.	Yes
KIS 3 Building practice excellence	Use peer observation, reflective practice, mentoring and coaching to build the capacity of staff.	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.	All of the KIS have High Impact Teaching Strategies (HITS) embedded within them. For this reason we have selected all 3 KIS.	

Goal 2	Maximise student engagement in learning	
12 Month Target 2.1	By the end of 2020, the positive responses in the Attitudes to school survey will be above 86% for Student Voice and Agency and above 86% for Stimulating learning.	
12 Month Target 2.2	By the end of 2020, the percentage of positive responses from the Parent opinion survey to be above; 92% for Effective teaching 92% for student motivation and support and 95% for Stimulating learning environment	
12 Month Target 2.3	By the end of 2020 to improve the percentage of positive responses in the school staff so they are above; 64% for Teacher collective efficacy 53% for shielding and buffering	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Ensure curriculum planning and implementation engages and challenges students.	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.	This KIS has High Impact Teaching Strategies (HITS) embedded within it.	
Goal 3	Strengthen students' sense of inclusion, safety and wellbeing.	
12 Month Target 3.1	By the end of 2020, to increase the percentage of positive responses in the Attitudes to School survey so they are above: 91% for Student resilience 90% for Managing bullying 89% for Sense of connectedness	

12 Month Target 3.2	By the end of 2020, to improve the percentage of positive responses in the Parent Opinion survey so that they are above 89% for Managing bullying 63% for Not experience bullying factor 95% for Respect for diversity	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Embed the School Wide Positive Behaviour Support framework to deliver support to students, staff and families.	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.	In a specialist setting, SWPBS is extremely important and consequently we have chosen this KIS as a focus.	

Define Actions, Outcomes and Activities

Goal 1	Improve student achievement in reading and viewing.
12 Month Target 1.1	By the end of 2020, less than 30% of students to show no growth in their progression point in reading and viewing
12 Month Target 1.2	By the end of 2020, 30% or more of students to show growth in their progression point in reading and viewing
12 Month Target 1.3	By the end of 2020, more than 40% of students to show growth in their progression point in reading and viewing
KIS 1 Curriculum planning and assessment	Build teacher understanding to assess and use data and evidence to inform point of need teaching and learning.
Actions	<p>Learning specialist to:</p> <ul style="list-style-type: none"> Deliver professional learning to all staff with the Curriculum PLC Lead Section PLC Focus on Inquiry process Data walls and the analysis of data to inform planning
Outcomes	<p>Teachers are supported to:</p> <ul style="list-style-type: none"> use data effectively plan for student learning at point of need develop their own data analysis identify problems of practice for the inquiry cycle
Success Indicators	<p>Teachers to begin to do the above collaboratively requiring diminishing support of the learning specialist.</p> <p>Teachers use formative and summative assessment strategies, identify, articulate and explicitly teach the skills required for each student to improve and give feedback to each student about their process.</p> <p>Analysis of student assessment is being used more confidently by teacher teams to inform curriculum development and teaching practice.</p> <p>there will be a reflective cycle of planning, teaching and assessment using evidence based strategies</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
For each section to do 2-3 inquiry cycles during the year and to report the process and findings to the whole staff	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
For each section to have data walls for English and Maths	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build the skills of leaders and teams to improve student outcomes.			
Actions	<p>Whole school professional learning related to curriculum.</p> <p>PLCs to focus on HITS, observations and inquiry cycles.</p> <p>Learning specialists to be coached by DET</p> <p>Bastow courses and external courses will be supported for section leaders and learning specialists to attend</p> <p>New system implemented for reading running records</p>			
Outcomes	<p>Learning specialists will receive expert support from the DET and AP</p> <p>Learning specialists will be working in classrooms in a coaching capacity</p> <p>External Professional learning will be shared with staff</p> <p>Observation cycles will be part of teachers PDP</p>			
Success Indicators	<p>Structured mentoring and coaching program established</p> <p>The school has internal capacity to update understanding and practice of high-impact strategies and identifies and seeks external</p>			

	<p>expertise when required</p> <p>In PLCs, teachers engage in challenging and supportive conversations that stretch their learning and build professional resilience and confidence</p> <p>Leadership team builds a culture that supports the quality of teaching across the school and maintains an inquiry cycle.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Learning specialists to coach teachers and PLCs as appropriate and as required	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
DET to support learning specialists	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Specialist Settings Community of Practice to use learning walks to focus on explicit teaching across settings	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Each section to focus on an English and Maths cycles through the year	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

All teaching staff to become adept at using PM benchmarking	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Use peer observation, reflective practice, mentoring and coaching to build the capacity of staff.			
Actions	Speech therapists, OT and Physio to work in classrooms to support teaching and ES staff to further meet students' complex needs Increased visual support in classrooms - co-constructed anchor charts, proloquo2go charts Peer observations in Term 2 and term 3 Learning specialists to coach staff Video recording of classroom practice			
Outcomes	For classrooms to support students with increased visuals For teachers and ES staff to work with Speech therapists and OT to support students For teaching staff to learn effective practice from their peers through collaboration, PLCs and peer observations			
Success Indicators	Anchor charts in the classrooms, and students to be directed to them to support their learning Learning walks scheduled through the year			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Purchase more Proloquo2go licences	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
Key word sign to be on all iPads	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
School Improvement team and teaching staff to participate in learning walks	<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
Teachers and therapists to participate in observations through the year	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Maximise student engagement in learning			
12 Month Target 2.1	By the end of 2020, the positive responses in the Attitudes to school survey will be above 86% for Student Voice and Agency and above 86% for Stimulating learning.			
12 Month Target 2.2	By the end of 2020, the percentage of positive responses from the Parent opinion survey to be above; 92% for Effective teaching 92% for student motivation and support and 95% for Stimulating learning environment			
12 Month Target 2.3	By the end of 2020 to improve the percentage of positive responses in the school staff so they are above; 64% for Teacher collective efficacy 53% for shielding and buffering			

KIS 1 Curriculum planning and assessment	Ensure curriculum planning and implementation engages and challenges students.			
Actions	Section PLC and Curriculum PLC to have weekly/fortnightly time dedicated to them Teachers are supported to analyse student achievement data Inquiry cycles in Maths and English are planned in teams and delivered to the whole school Teachers will support students to will provide meaningful feedback to support their learning. Science curriculum and scope of sequence to be developed in line with Victorian Curriculum			
Outcomes	Through PLC meetings, teachers will develop their skills and knowledge in Maths and English Learning specialists to support teachers to analyse student data and to use the data to inform planning and teaching. Students will have an opportunity to give feedback Classroom teachers will be supported to plan and teach science			
Success Indicators	Formal avenues exist for students to give voice to their interests and needs Evaluation of the science program demonstrates student engagement and learning Feedback form inquiry cycles shows growth in teachers' and student learning			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student leaders to meet with School Improvement team	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a science curriculum and scope and sequence	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Inquiry cycles conducted through the year and results, findings and student learning presented to staff	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Specialist staff to explore the inquiry cycle process	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Strengthen students' sense of inclusion, safety and wellbeing.			
12 Month Target 3.1	By the end of 2020, to increase the percentage of positive responses in the Attitudes to School survey so they are above: 91% for Student resilience 90% for Managing bullying 89% for Sense of connectedness			
12 Month Target 3.2	By the end of 2020, to improve the percentage of positive responses in the Parent Opinion survey so that they are above 89% for Managing bullying 63% for Not experience bullying factor 95% for Respect for diversity			
KIS 1 Health and wellbeing	Embed the School Wide Positive Behaviour Support framework to deliver support to students, staff and families.			
Actions	Observations for opportunities to respond and praise statements to be completed each term and monitored Partake in National Day of Action Against Bullying Review the Anti bullying programs used in the school Start a formal Check in and Check out system Continue with focussed PSC lessons across the school Continue the lead school role in Respectful Relationships Employ an additional ES for the middle school to support larger class sizes and challenging and violent behaviours of concern			

Outcomes	<p>Teachers will embed the positive language of SPWBS</p> <p>Teachers will use effective opportunities to respond to maximise student engagement</p> <p>The correct bullying terminology and message is known and used correctly and frequently</p>			
Success Indicators	<p>The school employs a range of strategies targeted at students, parents/carers and the broader community that helps to maintain a safe, respectful and inclusive learning environment.</p> <p>The school has established processes to monitor and minimise the risk of student disengagement and build the capacity of students to self regulate their behaviour.</p> <p>The effectiveness of behaviour management , student wellbeing and safety practices are periodically evaluated and updated as needed.</p> <p>The school is a safe and welcoming learning environment which the community respects and values. Students are intrinsically motivated to maximise their learning time.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
SWPBS PLC members to monitor OTR and praise statements through the year and to record data to see improvements	<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
For students and staff to do a whole school day of activities for the national day of action against bullying	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review anti bullying programs in the school	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Start a check in check out for students in Tier 2 (SWPBS)	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Lead school for Respectful relationships - parent information session on RR and SWPBS	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employ an additional ES in the middle school section	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,255.00 <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	\$44,255.00	\$44,255.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$44,255.00	\$44,255.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
DET to support learning specialists	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Specialist Settings Community of Practice to use learning walks to focus on explicit teaching across settings	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
All teaching staff to become adept at using PM benchmarking	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Purchase more Proloqo2go licences	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00

Develop a science curriculum and scope and sequence	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) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
For students and staff to do a whole school day of activities for the national day of action against bullying	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Lead school for Respectful relationships - parent information session on RR and SWPBS	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Employ an additional ES in the middle school section	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$22,255.00	\$22,255.00
Totals			\$44,255.00	\$44,255.00

Additional Equity spend

Outline here any additional Equity spend for 2020	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
For each section to do 2-3 inquiry cycles during the year and to report the process and findings to the whole staff	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Learning specialists to coach teachers and PLCs as appropriate and as required	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
DET to support learning specialists	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) 	from: Term 1	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<input checked="" type="checkbox"/> Off-site Bastow

		to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection		<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources regional staff	
Specialist Settings Community of Practice to use learning walks to focus on explicit teaching across settings	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> Off-site Visiting other specialist settings
Each section to focus on an English and Maths cycles through the year	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
All teaching staff to become adept at using PM benchmarking	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Purchase more Proloqo2go licences	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Key word sign to be on all iPads	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
School Improvement team and teaching staff to participate in learning walks	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers and therapists to participate in observations through the year	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a science curriculum and scope and sequence	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants to be researched <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Inquiry cycles conducted through the year and results, findings and student learning presented to staff	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Specialist staff to explore the inquiry cycle process	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review anti bullying programs in the school	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Lead school for Respectful relationships - parent information session on RR and SWPBS	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Departmental resources RRRR regional staff	<input checked="" type="checkbox"/> Off-site Regional Community of Practice meetings

