

2019 Annual Implementation Plan

for improving student outcomes

Albion Primary School (4265)



Albion Primary School

Submitted for review by Adrienne Williamson (School Principal) on 27 December, 2018 at 02:44 PM
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 22 February, 2019 at 05:28 PM
Endorsed by Naomi Harper (School Council President) on 26 February, 2019 at 02:40 PM

Self-evaluation Summary - 2019

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

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

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	Evolving moving towards Embedding

Enter your reflective comments	<p>After a year of uncertainty (2017) in terms of school leadership, by 2018 a substantive principal had been appointed and during 2018, a substantive assistant principal was appointed.</p> <p>The principal class team form the basis of the school improvement team (SIT). A literacy consultant and maths coach were employed during 2018. The opportunity for middle level leaders to build their capacity in terms of leading literacy and professional learning communities (PLCs) was provided. The coaches, literacy leaders and the PLC leaders form the extended SIT team and help to build capacity and consistency on the teaching and learning message throughout the school.</p> <p>Professional learning (PL) undertaken by staff focused on the priorities of the AIP goals, particularly reading. A good start was made in developing consistency across the school in the teaching of reading following the reading workshop model. Key staff, including principal class, were involved in Leading Literacy PL and Professional Learning Communities initiative. A number of staff also participated in the Leading Literacy for Networks PL. The PLC team used their professional learning to influence the strategic direction and improvement priorities.</p> <p>Since participating in the PLC initiative, there has been a more deliberate emphasis on knowing the students and differentiation. A data wall was established (although is not in a location that is suitable long term). The staff have</p>
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	<p>conversations around what do we need do for each student and are sharing practice more readily. Moderation and using assessment in a formative manner has also been more focused within the PLCs. Resources have been purchased in line with the key improvement strategies.</p>
<p>Considerations for 2019</p>	<p>Continue to focus on the teaching of reading, particularly small group instruction. The focus will widen to also include independent reading and the teachers' role within that and on individual conferencing and setting goals with/for students. Continue to provide PL for middle leaders, particularly data literacy PL. Targeted staff to participate in the Leading Literacy for Networks PL offered in 2019. The staff will engage in PL in how to use the resources effectively. The literacy consultant is developing a plan that will support professional learning to narrow the gap between in school and in class variance. Special payment for PLC, literacy and numeracy leaders.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To improve student achievement in all levels across the school in literacy and numeracy.																														
Target 1.1	<p>NAPLAN</p> <p>By the end of 2021, the percentage of year 3 students in the bottom and top two bands in Reading, Writing and Numeracy will be:</p> <table data-bbox="651 539 2123 718"> <thead> <tr> <th></th> <th><i>Bottom two bands</i></th> <th><i>Top two bands</i></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>Maintain 5% or less</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>35%</td> </tr> </tbody> </table> <p>By the end of 2021, the percentage of year 5 students in the bottom and top two bands in Reading, Writing and Numeracy will be:</p> <table data-bbox="651 932 2123 1110"> <thead> <tr> <th>Mode</th> <th><i>Bottom two bands</i></th> <th><i>Top two bands</i></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>35%</td> </tr> </tbody> </table> <p>By the end of 2021, the percentage of students with low and high relative growth in Reading, Writing and Numeracy will be:</p> <table data-bbox="651 1321 2123 1372"> <thead> <tr> <th><i>Mode</i></th> <th><i>Low growth</i></th> <th><i>High growth</i></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		<i>Bottom two bands</i>	<i>Top two bands</i>	Reading	15%	35%	Writing	Maintain 5% or less	35%	Numeracy	10%	35%	Mode	<i>Bottom two bands</i>	<i>Top two bands</i>	Reading	20%	35%	Writing	10%	35%	Numeracy	18%	35%	<i>Mode</i>	<i>Low growth</i>	<i>High growth</i>			
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Key Improvement Strategy 1.a Building practice excellence	Develop, document and implement a whole school guaranteed and viable curriculum based on the Victorian Curriculum that includes the assessment of literacy and numeracy.								
Key Improvement Strategy 1.b Building practice excellence	Build teacher capacity to effectively collect, collate, analyse and evaluate reliable data to inform planning, teaching to point of need and measure impact of instruction.								
Key Improvement Strategy 1.c Building practice excellence	Consistent implementation of agreed model of instruction that incorporates high impact strategies for literacy and numeracy across the school.								
Key Improvement Strategy 1.d Building practice excellence	Build leadership capacity across the school including within PLCs that focus on student learning.								
Goal 2	To improve student social and emotional wellbeing to enhance student outcomes.								
Target 2.1	<p>Attitudes to School survey</p> <p>By the end of 2021, the mean factor percentage scores for the <i>Attitudes to School Survey</i> will be:</p> <p><i>Teaching and Learning domain</i></p> <table> <tr> <td>Factor</td> <td>%</td> </tr> <tr> <td>Stimulated learning</td> <td>85%</td> </tr> <tr> <td>Learning confidence</td> <td>85%</td> </tr> </table> <p><i>Student Safety domain</i></p> <table> <tr> <td>Factor</td> <td>%</td> </tr> </table>	Factor	%	Stimulated learning	85%	Learning confidence	85%	Factor	%
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	<p>Advocate at school 90%</p> <p>Managing bullying 90%</p> <p>Non-experience of bullying 90%</p>
<p>Key Improvement Strategy 2.a Setting expectations and promoting inclusion</p>	<ul style="list-style-type: none"> • Build teacher capabilities in management of complex behaviours.
<p>Key Improvement Strategy 2.b Setting expectations and promoting inclusion</p>	<ul style="list-style-type: none"> • Implement agreed strategies to promote positive behaviour and prevent anti-social incidents of behaviour (School Wide Positive Behaviours Framework) consistently across the school.
<p>Key Improvement Strategy 2.c Health and wellbeing</p>	<ul style="list-style-type: none"> • Build teacher capacity in the explicit teaching of resilience building, problem solving and conflict resolution skills for students across the school.
<p>Goal 3</p>	<p>To increase the level of student engagement by enhancing the involvement of parents, students and teachers as a learning community.</p>
<p>Target 3.1</p>	<p>Attitudes to School Survey</p> <p>By the end of 2021, the mean factor scores for the <i>Attitudes to School Survey</i> will be:</p>

Learner Characteristics and Disposition

Factor	%
Learning confidence	90%
Motivation and interest	95%

School Staff Survey

By the end of 2021, the mean factor scores for the *Staff Opinion Survey* will be:

Component	%
Collective efficacy	90%
Academic emphasis	90%
Instructional Leadership	90%

Parent Opinion Survey

By the end of 2021, the mean factor scores for the *Parent Opinion Survey* will be maintained and at least:

Factor	%
Stimulating Learning environment	90%
Effective teaching	90%
School improvement	90%

	<p>Student Absences</p> <p>By the end of 2021, student absence averages will have decreased to:</p> <table border="0"> <thead> <tr> <th>Year Level</th> <th>Average number of days absent</th> </tr> </thead> <tbody> <tr> <td>Foundation</td> <td>13</td> </tr> <tr> <td>Year 1</td> <td>13</td> </tr> <tr> <td>year 2</td> <td>13</td> </tr> <tr> <td>Year 3</td> <td>Maintain 11</td> </tr> <tr> <td>Year 4</td> <td>12</td> </tr> <tr> <td>Year 5</td> <td>13</td> </tr> <tr> <td>Year 6</td> <td>Maintain 11</td> </tr> <tr> <td>Foundation - 6</td> <td>12</td> </tr> </tbody> </table> <p>By the end of 2021, the number of unexplained absences will be zero for all year levels.</p>	Year Level	Average number of days absent	Foundation	13	Year 1	13	year 2	13	Year 3	Maintain 11	Year 4	12	Year 5	13	Year 6	Maintain 11	Foundation - 6	12
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<p>Key Improvement Strategy 3.a Building communities</p>	<ul style="list-style-type: none"> Embed partnerships in the school that focus on the child as a learner through parent information sessions, use of technology. 																		
<p>Key Improvement Strategy 3.b Building communities</p>	<ul style="list-style-type: none"> Increase teacher/parent/student understanding of where each child is at and what is required for them to progress to the next stage of their learning. 																		
<p>Key Improvement Strategy 3.c Curriculum planning and assessment</p>	<ul style="list-style-type: none"> Ensure smart learning goals and effective feedback are provided for all students in literacy and numeracy and other curriculum areas. 																		
<p>Key Improvement Strategy 3.d</p>	<ul style="list-style-type: none"> Develop student leadership program. 																		

Empowering students and building school pride	
Key Improvement Strategy 3.e Building communities	<ul style="list-style-type: none"> • Develop role of students as global citizens.
Key Improvement Strategy 3.f Building communities	<ul style="list-style-type: none"> • Inform parents about student learning with the use of technology (school website, school app, Compass).
Key Improvement Strategy 3.g Building communities	<ul style="list-style-type: none"> • Conduct parent information sessions and provide opportunities for parents to collaborate with the school around student learning.
Key Improvement Strategy 3.h Building communities	<ul style="list-style-type: none"> • Raise awareness of student absence and the link absence has to learning outcomes.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																								
To improve student achievement in all levels across the school in literacy and numeracy.	Yes	<p>NAPLAN</p> <p>By the end of 2021, the percentage of year 3 students in the bottom and top two bands in Reading, Writing and Numeracy will be:</p> <table border="0" data-bbox="725 708 1534 879"> <thead> <tr> <th></th> <th><i>Bottom two bands</i></th> <th><i>Top two bands</i></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>Maintain 5% or less</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>35%</td> </tr> </tbody> </table> <p>By the end of 2021, the percentage of year 5 students in the bottom and top two bands in Reading, Writing and Numeracy will be:</p> <table border="0" data-bbox="725 1099 1523 1270"> <thead> <tr> <th>Mode</th> <th><i>Bottom two bands</i></th> <th><i>Top two bands</i></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>35%</td> </tr> </tbody> </table>		<i>Bottom two bands</i>	<i>Top two bands</i>	Reading	15%	35%	Writing	Maintain 5% or less	35%	Numeracy	10%	35%	Mode	<i>Bottom two bands</i>	<i>Top two bands</i>	Reading	20%	35%	Writing	10%	35%	Numeracy	18%	35%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Year 3 NAPLAN: In 2019, the percentage of year 3 students in the top two bands in Reading, Writing and Numeracy will be maintained at 40% or increased to above 40%. The percentage of year 3 students in the bottom two bands in Reading, Writing and Numeracy will be maintained at 10% or decreased to below 10%.</p> <p>Year 5 NAPLAN: In 2019, the percentage of year 5 students in the top two bands for Reading will increase from 19% in 2018 to 23% and for Numeracy from 13.6% in 2018 to 25%. The percentage of year 5 students in the bottom two bands for Reading will be reduced from 33% to 23% and for Numeracy, reduced from 27% in 2018 to 24%.</p>
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop, document and implement a whole school guaranteed and viable curriculum based on the Victorian Curriculum that includes the assessment of literacy and numeracy.	Yes
KIS 2 Building practice excellence	Build teacher capacity to effectively collect, collate, analyse and evaluate reliable data to inform planning, teaching to point of need and measure impact of instruction.	Yes
KIS 3 Building practice excellence	Consistent implementation of agreed model of instruction that incorporates high impact strategies for literacy and numeracy across the school.	Yes
KIS 4 Building practice excellence	Build leadership capacity across the school including within PLCs that focus on student learning.	No
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>We made a good start with our work in 2018 but still have a long way to go. The PLCs identified a lack of curriculum documentation. We commenced working on reading comprehension documentation but the development of a guaranteed and viable curriculum has taken a lot longer than anticipated. This work will continue to be a high priority in 2019 and probably beyond.</p> <p>The literacy consultant worked with all staff during 2018 and the consistency of practice with small group reading has improved. With new staff coming into the school, this work will need to continue and also be consolidated with current staff. We also need to ensure consistency of practice in independent reading and the conferencing of students.</p> <p>NAPLAN data indicates that our year 3 students are performing above similar and network schools. However, our year 5 students are not. Whilst we have reduced the number of students in the bottom 2 bands, and have had higher than state in terms of percentage of high relative growth in reading and numeracy, the number of students in the top 2 bands is much lower than similar and network schools.</p>	

Define Actions, Outcomes and Activities

Goal 1	To improve student achievement in all levels across the school in literacy and numeracy.
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KIS 1 Building practice excellence	Develop, document and implement a whole school guaranteed and viable curriculum based on the Victorian Curriculum that includes the assessment of literacy and numeracy.
Actions	<p>Develop a shared understanding of the teaching and learning of reading.</p> <p>Complete the English reading guaranteed and viable curriculum (GVC).</p>
Outcomes	<p>Students:</p> <p>Can articulate the learning intentions of each lesson and will know if they have successfully achieved them.</p> <p>Can understand and self-assess their progress and articulate what they need to learn next.</p> <p>Can explain concepts to their peers and record their understanding in multiple ways.</p>

	<p>Staff: Are participating in the development of the English GVC through whole staff meetings and PLCs. Demonstrate a deep understanding of reading comprehension strategies. Plan and implement lessons to ensure all students have an equal opportunity to learn and they have access to the same content, knowledge and skills. Conduct conferences to support students to discuss their learning, progress and identify next learning goal. Identify and adopt differentiated pedagogical practices to meet the learning needs of their students.</p> <p>Leaders: Provide regular feedback to teaching teams and individuals. Provide time for professional learning and coaching conversations. Facilitate and support collaborative practices across the school.</p>			
Success Indicators	<p>Improved learning outcomes - teacher judgement, Fountas and Pinnell reading levels, NAPLAN data. Attitudes to School Survey - increase in domain for effective teaching practice for cognitive engagement for students. Staff survey data - improvement in collective efficacy, academic emphasis, guaranteed and viable curriculum factors.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Ensure appropriate leadership structures are in place	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employment of consultant to help facilitate GVC	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Meeting schedule to incorporate time for development of GVC	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$200.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
GVC in reading (and perhaps other areas of English)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build teacher capacity to effectively collect, collate, analyse and evaluate reliable data to inform planning, teaching to point of need and measure impact of instruction.			
Actions	Targeted staff to participate in Data Literacy PL. Regular PLC meetings that focus on student learning and teacher pedagogy.			
Outcomes	<p>Students:</p> <p>Can articulate the learning intentions of each lesson and will know if they have successfully achieved them. Can understand and self-assess their progress and articulate what they need to learn next. Can explain concepts to their peers and record their understanding in multiple ways.</p> <p>Staff:</p> <p>More confident in using student data to inform teaching and learning. Work collaboratively with colleagues to plan and moderate common formative assessment tasks to develop consistent teacher judgement. Analyse student data to reflect and review the impact of their practice on learning outcomes.</p> <p>Leaders:</p> <p>Provide regular feedback to teaching teams and individuals. Support staff through professional learning and coaching conversations to deepen their understanding of teaching to point of need. Facilitate and support collaborative practices across the school.</p>			
Success Indicators	<p>Improved learning outcomes - teacher judgement, Fountas and Pinnell reading levels, PAT Maths, NAPLAN data. Attitudes to School Survey - increase in domain for effective teaching practice for cognitive engagement for students. Staff survey data - improvement in collective efficacy, academic emphasis, teacher collaboration, collective focus on student learning.</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Employment of literacy consultant	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$36,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employment of numeracy coach	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Timetabling to ensure all staff have access to literacy consultant, numeracy coach and time for conversations	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Facilitate the development and implementation of professional learning on effective reading practices, particularly with independent reading, conferencing	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Targeted staff to attend Data Literacy PL	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Targeted staff to attend Leading Literacy for Networks	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Consistent implementation of agreed model of instruction that incorporates high impact strategies for literacy and numeracy across the school.			
Actions	The school's instructional model is the Gradual Release of Responsibility (GRR) model. Within that model, the reading, writing and numeracy workshops will be implemented. All staff will be working within the framework of the instructional model and workshop model for reading, writing and numeracy.			
Outcomes	<p>Students: Can articulate why they are being taught the way they are within the gradual release of responsibility and their role in it (we do altogether, I do with others, I do by myself).</p> <p>Staff: Are implementing the GRR model. Are implementing the reading, writing and numeracy workshop models.</p> <p>Leaders: Provide regular feedback to teaching teams and individuals. Support staff through professional learning and coaching conversations to deepen their understanding of GRR and workshop models. Facilitate and support collaborative practices across the school.</p>			
Success Indicators	Improved learning outcomes - teacher judgement, Fountas and Pinnell reading levels, PAT Maths, NAPLAN data. Attitudes to School Survey - increase in domain for effective teaching practice for cognitive engagement for students. Staff survey data - improvement in collective efficacy, academic emphasis, teacher collaboration, collective focus on student learning.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole staff professional learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$3,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Literacy consultant working with staff	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Numeracy coach working with staff	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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	\$137,200.00	\$137,200.00
Additional Equity funding	\$27,000.00	\$27,000.00
Grand Total	\$164,200.00	\$164,200.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Ensure appropriate leadership structures are in place	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Employment of consultant to help facilitate GVC	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Meeting schedule to incorporate time for development of GVC	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$200.00	\$200.00
GVC in reading (and perhaps other areas of English)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00

		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)		
Employment of literacy consultant	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)	\$36,000.00	\$36,000.00
Employment of numeracy coach	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$30,000.00	\$30,000.00
Timetabling to ensure all staff have access to literacy consultant, numeracy coach and time for conversations	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Facilitate the development and implementation of professional learning on effective reading practices, particularly with independent reading, conferencing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Targeted staff to attend Data Literacy PL	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Targeted staff to attend Leading Literacy for Networks	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Whole staff professional learning	from: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	\$3,000.00

	to: Term 4			
Literacy consultant working with staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Numeracy coach working with staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Totals			\$137,200.00	\$137,200.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Student leadership	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Reading and Writing resources for teaching and learning	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$25,000.00	\$25,000.00
Totals			\$27,000.00	\$27,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Employment of consultant to help facilitate GVC	✓ Principal	from: Term 1 to: Term 2	✓ Curriculum development	✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Timetabled Planning Day ✓ PLC/PLT Meeting	✓ External consultants Chris Egan	✓ On-site
GVC in reading (and perhaps other areas of English)	✓ All Staff	from: Term 1 to: Term 4	✓ Curriculum development	✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Timetabled Planning Day ✓ PLC/PLT Meeting	✓ Literacy expertise ✓ Internal staff ✓ External consultants Chris Egan	✓ On-site
Employment of literacy consultant	✓ Principal	from: Term 1 to: Term 4	✓ Peer observation including feedback and reflection ✓ Individualised Reflection ✓ Demonstration lessons	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Literacy expertise ✓ External consultants Pamela Bristow	✓ On-site
Employment of numeracy coach	✓ Principal	from: Term 1 to: Term 4	✓ Individualised Reflection ✓ Demonstration lessons	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Maths/Sci Specialist	✓ On-site

Timetabling to ensure all staff have access to literacy consultant, numeracy coach and time for conversations	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Literacy expertise <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Facilitate the development and implementation of professional learning on effective reading practices, particularly with independent reading, conferencing	<input checked="" type="checkbox"/> Literacy Leader	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"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Pamela Bristow	<input checked="" type="checkbox"/> On-site
Targeted staff to attend Data Literacy PL	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
Targeted staff to attend Leading Literacy for Networks	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Glengala PS
Whole staff professional learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Literacy consultant working with staff	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Numeracy coach working with staff	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
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