2021 Annual Implementation Plan

for improving student outcomes

Footscray North Primary School (4160)

Submitted for review by Kay Willmott (School Principal) on 17 December, 2020 at 01:43 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 07 February, 2021 at 08:25 PM
Endorsed by Fergus Vial (School Council President) on 17 February, 2021 at 12:32 PM

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

Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	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
	Intellectual engagement and self-awareness	Evolving

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

| Enter your reflective comments | Despite the significant disruptions experienced by schools and communities in 2020 due to the COVID-19 response, the school continued to work towards supporting the learning and engagement of all staff and students. The transition to remote and flexible learning saw teaching teams transform their practices. Collaborative teams were empowered to establish and refine best practices for the cohort of students they were supporting. Whilst the learning curve was enormous for staff and students alike, the creativity, responsiveness and efficacy of teams to monitor and improve what they were doing was inspiring.

During term 2 the strategic intent planned for the year was maintained and continued to be supported. In term 3, due to the extended period of learning from home, the AIP was refined to a narrow and precise focus, improvement plans and professional learning reviewed and aligned to the immediate situation. With the return to onsite in term 4, DET's priority areas of mental health and wellbeing, learning and transitions required additional shifts in the way the resources in the school were allocated to meet the needs of stakeholders in the community. |
|---|---|

Considerations for 2021	The 2021 AIP has been developed to align with DET's system wide priorities. Key actions and next steps identified by SIT teams in 2020, have been included within the 2021 AIP to ensure the progress made to date is not lost, and progress towards overarching school goals (SSP 2019-2023) is sustained. FNPS is well situated to effective resource and respond to the 2021 system priorities. Monitoring student learning and engagement throughout 2021 will continue to inform and influence school wide priority areas.
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	To improve student outcomes in writing
Target 2.1	To reduce the decline of students in NAPLAN writing top two bands from Years 3–5 from 40 per cent in 2016–18 to no greater than 20 per cent in 2020–22.
Target 2.2	To increase the percentage of students above expected level in writing according to teacher judgement writing (second semester) in Years 3–6 from 18.5 per cent in 2018 to 25 per cent in 2022.
Target 2.3	All students will make at least 12 months growth in writing every 12 months according to teacher judgement.
Key Improvement Strategy 2.a	Develop a community of writers

Building practice excellence	
Key Improvement Strategy 2.b Building practice excellence	Strengthen teacher capacity as teachers of writing through the Teaching and learning cycle
Key Improvement Strategy 2.c Evaluating impact on learning	Action Plan to accelerate improvement
Goal 3	To activate student voice and agency
Target 3.1	Increase AToS positive endorsement, Student voice and agency from 61 per cent in 2018 to 75 per cent in 2022.
Target 3.2	Staff rating on FISO continuum for Positive climate for learning-Empowering students and building school pride to increase from emerging (2019) to embedding (2023).
Key Improvement Strategy 3.a Building practice excellence	Develop teacher knowledge of student voice and agency
Key Improvement Strategy 3.b Building practice excellence	Develop collaborative practices and processes which support student voice and agency
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Build teacher and student capacity to set aspirational goals, reflect on their learning and plan for the future
Goal 4	To develop student critical and creative thinking skills
Target 4.1	Teacher judgement for students working beyond the expected level in Critical and creative thinking to be:

	• Year 4 from 0 per cent in 2018 to 20 per cent in 2022 • Year 6 from 9 per cent in 2018 to 20 per cent in 2022
Target 4.2	To increase AToS for • High expectations for success from 89 per cent (2018) to 95 per cent (2022) • Stimulating learning from 63 per cent (2018) to 80 per cent (2022) • Differentiated learning from 82 per cent (2018) to 90 per cent (2022) • Effective teaching from 82 per cent (2018) to 90 per cent (2022)
Target 4.3	To increase Staff Opinion Survey results • Collective efficacy from 68 per cent (2018) to 80 per cent (2022) • Academic emphasis from 64 per cent (2018) to 75 per cent (2022) • Teacher collaboration from 45 per cent (2018) to 70 per cent (2022)
Key Improvement Strategy 4.a Building practice excellence	Develop teacher knowledge and capacity of creative and critical thinking
Key Improvement Strategy 4.b Evidence-based high-impact teaching strategies	Implement high impact teaching strategies (metacognition, collaboration and questioning)
Key Improvement Strategy 4.c Curriculum planning and assessment	Enhance the school's involvement in STEAM

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Support the 2021 priorities Learning catch up and extension - Support the learning progress of identified target students through to ensure their learning program is accelerated throughout 2021 - According to Teacher judgement, student learning growth trajectories are supported to ensure all students have shown 18+ months progress between end of 2019 and middle of 2021, in Reading, Writing and Number - According to F&P benchmarking for students growth be 12+ months (according to correlation matrix) between term 2 2020 and term 2 2021 - For teacher judgement in reading and number to be moderated with PAT - For teacher judgement in writing to be moderated with ACARA writing samples - For the achievement of SMART and STRETCH targets related to each essential learning to be established and reached in English and Mathematics, where data is drawn from semester 2 2019 summative teacher judgement data

			Happy, active and healthy kids - For attitudes to school survey data on the dimension of Effective classroom behavior (element Students at the school treat each other with respect) receive a minimum of 65% positive endorsement - For attitudes to school survey data on the dimension of Student voice and agency (overall) receive a minimum of 65% positive endorsement - for the BASC screening tool show a reduction in risk factors between December 2020- mid 2021 - 80% of student will achieve mastery of essential learnings in the SEL curriculum Connected Schools - for parent opinion survey factor of Teacher communication receive a minimum of 85% positive endorsement - to track and increase community engagements on virtual platforms
To improve student outcomes in writing	No	To reduce the decline of students in NAPLAN writing top two bands from Years 3–5 from 40 per cent in 2016–18 to no greater than 20 per cent in 2020–22.	
		To increase the percentage of students above expected level in writing according to teacher judgement writing (second semester) in Years 3–6 from 18.5 per cent in 2018 to 25 per cent in 2022.	

		All students will make at least 12 months growth in writing every 12 months according to teacher judgement.	
To activate student voice and agency	No	Increase AToS positive endorsement, Student voice and agency from 61 per cent in 2018 to 75 per cent in 2022.	
		Staff rating on FISO continuum for Positive climate for learning- Empowering students and building school pride to increase from emerging (2019) to embedding (2023).	
To develop student critical and creative thinking skills	No	Teacher judgement for students working beyond the expected level in Critical and creative thinking to be: • Year 4 from 0 per cent in 2018 to 20 per cent in 2022 • Year 6 from 9 per cent in 2018 to 20 per cent in 2022	
		To increase AToS for • High expectations for success from 89 per cent (2018) to 95 per cent (2022) • Stimulating learning from 63 per cent (2018) to 80 per cent (2022) • Differentiated learning from 82 per cent (2018) to 90 per cent (2022)	

		• Effective teaching from 82 per cent (2018) to 90 per cent (2022)	
		To increase Staff Opinion Survey results • Collective efficacy from 68 per cent (2018) to 80 per cent (2022) • Academic emphasis from 64 per cent (2018) to 75 per cent (2022) • Teacher collaboration from 45 per cent (2018) to 70 per cent (2022)	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Support the 2021 priorities Learning catch up and extension - Support the learning progress of identified target students through to ensure their learning program is accelerated throughout 2021 - According to Teacher judgement, student learning growth trajectories are supported to ensure all students have shown 18+ months progress between end of 2019 and middle of 2021, in Reading, Writing and Number - According to F&P benchmarking for students growth be 12+ months (according to correlation matrix) between term 2 2020 and term 2 2021 - For teacher judgement in reading and number to be moderated with PAT - For teacher judgement in writing to be moderated with ACARA writing samples - For the achievement of SMART and STRETCH targets related to each essential learning to be established and reached in English and Mathematics, where data is drawn from semester 2 2019 summative teacher judgement data Happy, active and healthy kids - For attitudes to school survey data on the dimension of Effective classroom behavior (element Students at the school treat each other with respect) receive a minimum of 65% positive endorsement

	- For attitudes to school survey data on the dimension of Student voice and agency (overall) receive a minimum of 65% positive endorsement - for the BASC screening tool show a reduction in risk factors between December 2020- mid 2021 - 80% of student will achieve mastery of essential learnings in the SEL curriculum Connected Schools - for parent opinion survey factor of Teacher communication receive a minimum of 85% positive endorsement - to track and increase community engagements on virtual platforms

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	Support the 2021 priorities Learning catch up and extension - Support the learning progress of identified target students through to ensure their learning program is accelerated throughout 2021 - According to Teacher judgement, student learning growth trajectories are supported to ensure all students have shown 18+ months progress between end of 2019 and middle of 2021, in Reading, Writing and Number - According to F&P benchmarking for students growth be 12+ months (according to correlation matrix) between term 2 2020 and term 2 2021 - For teacher judgement in reading and number to be moderated with PAT - For teacher judgement in writing to be moderated with ACARA writing samples - For the achievement of SMART and STRETCH targets related to each essential learning to be established and reached in English and Mathematics, where data is drawn from semester 2 2019 summative teacher judgement data Happy, active and healthy kids - For attitudes to school survey data on the dimension of Effective classroom behavior (element Students at the school treat each other with respect) receive a minimum of 65% positive endorsement - For attitudes to school survey data on the dimension of Student voice and agency (overall) receive a minimum of 65% positive endorsement - for the BASC screening tool show a reduction in risk factors between December 2020- mid 2021 - 80% of student will achieve mastery of essential learnings in the SEL curriculum Connected Schools - for parent opinion survey factor of Teacher communication receive a minimum of 85% positive endorsement - to track and increase community engagements on virtual platforms
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	- Embed workshop model for literacy and numeracy

	- Strengthen use of HITS in classroom practice (metacognition, collaboration and questioning)
	- Strengthen and embed strategies to improve writing
	- Embed tutoring program - in class support for all collaborative teams. target students are tracked regularly, CT mobilise and allocate additional resource (TIME of CT members) to monitor impact of tutoring program
	- Maintain Collaborative Team structures to support teacher collaboration and evaluation of teacher programs implemented.
	- Ensure clarity within Core curriculum areas of English and Mathematics through revision of Essential learnings, proficiency scales and rigour.
	- Strengthen differentiation practices drawing upon data and evidence of student learning
Outcomes	Students will - receive a high quality differentiated core learning program - know how lessons are structured and how this supports their learning - receive targeted academic support or intervention identified through data and evidence Teachers will - consistently and explicitly implement the school's instructional model - learn with and from their colleagues embedded within collaborative teams and whole school learning programs - confidently and accurately identify student learning needs of their students - provide students with the opportunity to work at their level using differentiated resources Leaders will - provide protected time for collaborative teams to track and evaluate student learning informing next steps - support team in monitoring and evaluating effectiveness and impact of programs in supporting targeted students (tutoring program) - resource professional learning opportunities and time to explore and embed current practices (Spelling) and new practices (Scaffolding Literacy) - resource a coaching program to support all staff in having agency in their learning
Success Indicators	- Data used to identify students for tutoring support (Teacher judgement and PAT) - Tracking of student progress on proficiency scales - Differentiated planning documents as evidence of student learning at different levels

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Induction of new and returning staff - allocation of mentors (learning specialists for graduate teachers) - familiarisation with FNPS key documents	☑ Assistant Principal ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Coaching program - learning specialists teaching 50% of their time in their allocated collaborative team and 50% of their time in coaching across their sub-school (P/1, 2/3, 4/5/6) (1.5 LS coaching Allocation total $177 930)	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$55,000.00 ☑ Equity funding will be used
Engagement in Transforming the First Years of the Teaching Career (TFYTC) Pilot Mentor teachers and Graduate Teachers Targeted funding to be allocated	☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Embed SMART achievers Spelling Program in years 1-6 Explore classroom practices to strengthen phonemic and phonological awareness at the Prep/Foundation level	☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$15,900.00 ☐ Equity funding will be used
Engage in professional learning on "Scaffolding Literacy" approach (Misty Adoniou) and trial elements of this approach to strengthen use of mentor texts in writing. Introduction of writer's notebook P-6	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$3,500.00 ☑ Equity funding will be used

Continue to explore and embed the workshop model in literacy and numeracy, incorporating HITS Embedded within work of collaborative Teams and coaching/mentoring (embedded within CTM and coaching/mentoring work)	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Collaborative Teams, with the support of their sub-school leader -draw upon the FNPS Teaching and learning cycle to pace and plan units of work - track student data to strengthen differentiation strategies - identify and target students for tutoring support - evaluate impact - engage in teacher learning identified through discussions in CTM that would support above actions CTM are protected time for collaboration 2 sessions of 55mins each week All (EFT) 1.0 staff receive additional 70mins NCT (compared to EBA), this is equivalent to around$5,500 each year per full time staff member (approx 30 EFT) 30 x $5500= $165000	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$165,000.00 ☐ Equity funding will be used
Continue to build Mentor Text Library and explore use of a range of mentor texts to strengthen outcomes in writing (English budget)	☑ Learning Specialist(s) ☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Build understanding of the 6+1 traits of writing to generate and use common language to discuss features of writing	☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Implement Peer observations within and beyond collaborative teams to strengthen teacher practice All (EFT) 1.0 staff receive additional 70mins NCT (compared to EBA), this is equivalent to around$5,500 each year per full time staff member (approx 30 EFT) 30 x $5500= $165000 (allocated above)	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Establish, monitor and adapt resourcing for tailored support programs - tutoring program (targeted funding - $122 000) - speech and language groups (ES1 supported by Speech path) - further intervention programs based on tracking	☑ Assistant Principal ☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Establish and monitor ILIPs for - students in PSD program (termly) - students in OOHC (termly) - students more than 12 months behind or 12 months ahead in 2 or more Core curriculum areas (at least each semester)	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Embed and review school wide practices and process to align with principles of working as a Professional Learning community	☑ Assistant Principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Employment of speech pathologist to - support identification of students with speech and language needs - strengthen staff knowledge of strategies to use when supporting students with speech and language needs	☑ All Staff ☑ Principal ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☐ Equity funding will be used
Engage with and support High abilities program implementation (targeted funding)	☑ Assistant Principal	☐ PLP Priority	from: Term 1	$13,600.00

			to: Term 4	☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Strengthen student voice within goals setting practices across the school Explore options to enhance student voice and agency in parent/carer and teacher meetings Strengthen Sub-school model - learning and engagement - case management - agreed upon processes Revisit and strengthen Trauma informed practice within the whole school approach to wellbeing Track and evaluate impact of the Social Emotional Learning program, including the RRRR program			
Outcomes	Students will - have input and voice in setting goals around their learning - have input and voice in parent teacher meetings - access a high quality differentiated SEL program - receive differentiated wellbeing supports based upon individual need Teachers will - incorporate Trauma informed practices in classes - track student achievement in SEL, to inform planning and differentiation and evaluate impact of SEL program - include students voice in student goal setting and parent teacher meetings Leaders will - through the allocation of yard duty and activities, ensure provision of a wide range of lunchtime activities - through allocation of time at meetings enable review of school based processes to align with trauma informed practices - ensure information flow to and from home and school in regards to supporting student learning and engagement			
Success Indicators	- Proficiency Scales for SEL curriculum to be reviewed and include 'rigour', - evidence of tracking proficiency scales in collaborative teams twice each term (minutes)			

	- reduction in risk factors identified through BASC screening tool - school wide goal setting processes evidenced through classroom walks				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**	
Protected time (1 session each week) to deliver explicit SEL lesson	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
Expand lunchtime activities - opportunities to be active - overcome disruption in the yard due to the building project	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
Explore Strategic partnerships with community based organizations e.g. Creative Victoria, Sporting Schools Victoria, SFYS	☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
Explore 3 way conferencing where students are involved in parent teacher meetings and collective evidence of learning for continuous assessment	☑ Assistant Principal ☑ Leadership Team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used	
Ensure SEL essential learnings are tracked twice a term to monitor student learning and inform teacher practice CT have 2 sessions protected each week to enable them to collaboratively, track, evaluate, engage in teacher learning and plan Embed RRRR curriculum within SEL	☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	

Implementation of BASC (Behavior Assessment system for Children) screening tool (self and teacher - option for parents) late in 2020 to enable supports to be mobilized and responded to from early in 2021. In 2021 BASC will be administered again to determine progress and impact of proactive supports (SEL) and prioritize students who many need additional interventions and supports. (In 2020 ATSS 23% of students in years 4-6 who responded to the 2020 survey were identified as showing high levels of psychological distress)	☑ Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$100.00 ☑ Equity funding will be used
Embed a consistent approach to student management aligned with Sub-School model supporting student learning and engagement	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Further explore trauma informed practices. Review school based process and approaches to align with trauma informed practice and drawing upon a strengths based approach (Positive Education)	☑ Leadership Team ☑ Wellbeing Team	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Expand the start of year program to strengthen teacher student relations and peer connectedness	☑ PLT Leaders	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Align approaches to embed student voice within the goal setting process within teaching teams and across the school, - further explore sentral student portal where student can upload work as evidence in reporting to parents	☑ Assistant Principal ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Strengthen the profile and role of student leaders across the school (Junior school council and year 6 captains)	☑ Leadership Team	☐ PLP Priority	from: Term 1	$0.00

				to: Term 4	☐ Equity funding will be used
KIS 3 Building communities	Connected schools priority				
Actions	Strengthen and align school wide approaches to communication and engagement with parents and carers (Sentral modules) Strengthen relationships with parents and carers through the provision of continuous assessment throughout the year. Plan for school facilities and grounds works that will mean every school is a great place to learn Ensure students requiring specific interventions are engaged with external agencies and supports CT to regularly (weekly) update families about upcoming areas of focus in learning program, will further support the Continuous reporting				
Outcomes	Students will - feel connected to their peers and school and have positive attitudes to attendance - report strong relationships with their teachers Teachers will - report strong relationships with their students Leaders will - strategically plan for and attend to disruptions associated with major building project - establish and monitor processes to ensure families have timely and relevant information about the learning and progress of their child/ren - support planning for and engagement with community and community groups/services within the school Parents and carers will - be informed in regards to their child's learning progress and achievement throughout the year - report strengthening relationships between home and school through the provision of formal and informal opportunities to meet				

Success Indicators	- Families engaged in school wide events including those focused on learning (eg. Information sessions, Parent teacher meetings) and community building (eg. coming along to focus groups, school events and assemblies) - Parent Opinion Survey (domain - parent community engagement) - Attitudes to school Survey (Teacher concern, School connectedness) - Attendance - expanded use of Sentral modules (Activities and payments)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
enhance home- school learning partnerships through effective use of digital platforms	☑ Leadership Team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Broader use of Sentral modules to provide ease of access to families for payments and permissions. Streamlining of workflow within a growing school	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Termly SSG meetings - working widely with care teams	☑ Assistant Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Sub School Leaders to continue to work with parents and carers to improve attendance and reduce late arrivals	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Plan to enhance the use of the school grounds and facilities as a community hub for sports and events	☑ Principal	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
Expand case management approach when working with families with complex needs to nominate one person as a key contact (SWB)	☑ Assistant Principal ☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Provide staff with opportunities to understand first response strategies, when to use the referral process, when managing concerns about a student's learning or engagement. Ensure the established referral processes are clear for all staff.	☑ All Staff ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Engagement in Transforming the First Years of the Teaching Career (TFYTC) Pilot Mentor teachers and Graduate Teachers	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$68,600.00	$68,600.00
Additional Equity funding	$122,326.00	$122,326.00
Grand Total	$190,926.00	$190,926.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Coaching program - learning specialists teaching 50% of their time in their allocated collaborative team and 50% of their time in coaching across their sub-school (P/1, 2/3, 4/5/6) (1.5 LS coaching Allocation total $177 930)	from: Term 1 to: Term 4	☑ School-based staffing	$55,000.00	$55,000.00
Engage in professional learning on "Scaffolding Literacy" approach (Misty Adoniou) and trial elements of this approach to strengthen use of mentor texts in writing. Introduction of writer's notebook P-6	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE)	$3,500.00	$3,500.00
Establish, monitor and adapt resourcing for tailored support programs - tutoring program (targeted funding - $122 000) - speech and language groups (ES1 supported by Speech path) - further intervention programs based on tracking	from: Term 1 to: Term 4	☑ School-based staffing	$10,000.00	$10,000.00

Implementation of BASC (Behavior Assessment system for Children) screening tool (self and teacher - option for parents) late in 2020 to enable supports to be mobilized and responded to from early in 2021. In 2021 BASC will be administered again to determine progress and impact of proactive supports (SEL) and prioritize students who many need additional interventions and supports. (In 2020 ATSS 23% of students in years 4-6 who responded to the 2020 survey were identified as showing high levels of psychological distress)	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$100.00	$100.00
Totals			$68,600.00	$68,600.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Tutoring Program targeted funding	from: Term 1 to: Term 3	☑ School-based staffing	$122,326.00	$122,326.00
Totals			$122,326.00	$122,326.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Coaching program - learning specialists teaching 50% of their time in their allocated collaborative team and 50% of their time in coaching across their sub-school (P/1, 2/3, 4/5/6) (1.5 LS coaching Allocation total $177 930)	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources Literacy and Numeracy toolkit ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Embed SMART achievers Spelling Program in years 1-6 Explore classroom practices to strengthen phonemic and phonological awareness at the Prep/Foundation level	☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Internal staff ☑ Learning Specialist	☑ On-site
Engage in professional learning on "Scaffolding Literacy" approach (Misty Adoniou) and trial elements of this approach to strengthen use of mentor texts in writing. Introduction of writer's notebook P-6	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development	☑ Whole School Pupil Free Day	☑ Literacy expertise	☑ On-site

Continue to explore and embed the workshop model in literacy and numeracy, incorporating HITS Embedded within work of collaborative Teams and coaching/mentoring (embedded within CTM and coaching/mentoring work)	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Departmental resources Literacy toolkit ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Collaborative Teams, with the support of their sub-school leader -draw upon the FNPS Teaching and learning cycle to pace and plan units of work - track student data to strengthen differentiation strategies - identify and target students for tutoring support - evaluate impact - engage in teacher learning identified through discussions in CTM that would support above actions CTM are protected time for collaboration 2 sessions of 55mins each week All (EFT) 1.0 staff receive additional 70mins NCT (compared to EBA), this is equivalent to around$5,500 each year per full time staff	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

member (approx 30 EFT) 30 x $5500= $165000						
Build understanding of the 6+1 traits of writing to generate and use common language to discuss features of writing	☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise	☑ On-site
Implement Peer observations within and beyond collaborative teams to strengthen teacher practice All (EFT) 1.0 staff receive additional 70mins NCT (compared to EBA), this is equivalent to around$5,500 each year per full time staff member (approx 30 EFT) 30 x $5500= $165000 (allocated above)	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Embed and review school wide practices and process to align with principles of working as a Professional Learning community	☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Employment of speech pathologist to - support identification of students with speech and language needs - strengthen staff knowledge of strategies to use when	☑ All Staff ☑ Principal ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

supporting students with speech and language needs						
Ensure SEL essential learnings are tracked twice a term to monitor student learning and inform teacher practice CT have 2 sessions protected each week to enable them to collaboratively, track, evaluate, engage in teacher learning and plan Embed RRRR curriculum within SEL	☑ PLT Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Further explore trauma informed practices. Review school based process and approaches to align with trauma informed practice and drawing upon a strengths based approach (Positive Education)	☑ Leadership Team ☑ Wellbeing Team	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants draw upon relationship with McKillop/other	☑ On-site
Engagement in Transforming the First Years of the Teaching Career (TFYTC) Pilot Mentor teachers and Graduate Teachers	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist	☑ On-site