

2020 Annual Implementation Plan

for improving student outcomes

Cambridge Primary School (5312)



Submitted for review by Honey Stirling (School Principal) on 15 December, 2019 at 10:34 AM
Endorsed by Brent Richards (Senior Education Improvement Leader) on 20 February, 2020 at 05:56 AM
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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

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	Emerging moving towards Evolving
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	<p>Following the completion of our school review and completing the Continua of Practice, recommendations were made to embed literacy and numeracy targets that meet the learning needs of every student and provide learning opportunities to challenge and extend higher achievers. There are clear and concise actions required to move the school from evolving to embedding in Building Practice Excellence. These actions are now evident in our 2019 AIP. Strengthening our parent and carer links and shifting our current self evaluation level from emerging to evolving is also evident in our AIP. Here, we will be able to create deliberate and multiple opportunities for our community to engage with their child's learning and contribute to the school community as a whole.</p>
Considerations for 2020	<ul style="list-style-type: none"> • Provision of differentiated Literacy and Numeracy learning tasks that target the needs of all learners and challenge higher achievers. • Provision of a guaranteed and viable curriculum, supported by the improving the clarity of curriculum leadership roles and practices that support collaborative curriculum planning. • Embed the whole school pedagogical model based on high impact teaching strategies.

	<ul style="list-style-type: none"> • Build leaders and teachers data literacy and capacity to evaluate the impact of teaching practices on student learning. • Strengthen student voice and agency in their learning and developing a culture of high expectations through setting challenging students learning goals and providing feedback on learning progress. • Strengthening parent/carer involvement in student learning.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve student learning outcomes in Literacy and Numeracy.
Target 1.1	<p>Increase percentage of students showing high relative growth from Year 3 to 5.</p> <ul style="list-style-type: none">• Reading - Increase the percentage of students showing high relative growth from 24% in 2018 to more than 31% in 2022• Writing - Increase the percentage of students showing high relative growth from 30% in 2018 to more than 43% in 2022• Numeracy - Increase the percentage of students showing high relative growth from 19% in 2018 to more than 31% in 2022
Target 1.2	<p>To increase the number of students in the top two bands in Reading, Writing and Numeracy.</p> <p>Reading</p> <ul style="list-style-type: none">• Increase the number of students in the top two NAPLAN bands in Year 3 from 63% in 2018 to 78% in 2022. (This is equivalent to approximately 95 students in 2018 and 117 students in 2022.)• Increase the number of students in the top two NAPLAN bands in Year 5 from 39% in 2018 to 55% in 2022. (This is equivalent to approximately 51 students in 2018 and 63 students in 2022.) <p>Writing</p> <ul style="list-style-type: none">• Increase the number of students in the top two NAPLAN bands in Year 3 from 51% in 2018 to 63% in 2022.

- Increase the number of students in the top two NAPLAN bands in Year 5 from 18% in 2018 to 34% in 2022.

Numeracy

- Increase the number of students in the top two NAPLAN bands in Year 3 from 57% in 2018 to 69% in 2022.
- Increase the number of students in the top two NAPLAN bands in Year 5 from 34% in 2018 to 48% in 2022.
- (This is an increase of 4% per year, this is equivalent of approximately 5 students increase per year or one per grade.)

Target 1.3

By 2022, decrease the variability between NAPLAN Writing results in Years 3 and 5 and teacher judgement data by comparing;

- teacher judgment percentages of A-B with Writing NAPLAN results in the top two bands.
- teacher judgment percentages of D-E with NAPLAN results of the bottom two bands.

2017 Teacher Judgements and NAPLAN results (2018 data not available as yet)

Writing TJ	% A-B (2017)	%D-E (2017)
Year 3	20%	18%
Year 5	16%	6%
Writing NAPLAN	% Top 2 Bands	% Bottom Two Bands
Year 3	57%	8%

	<table border="1"> <tr> <td>Year 5</td> <td>26%</td> <td>5%</td> </tr> </table>	Year 5	26%	5%
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Target 1.4	<p>By the end of 2022, increase the percentage of positive endorsement for school climate factor scores on the Staff opinion Survey by measuring;</p> <ul style="list-style-type: none"> • Collective efficacy from 69% in 2018 to 81% in 2022. • Academic emphasis from 65% in 2018 to 77% in 2022 • Teacher collaboration from 47% in 2018 to 59% in 2022. 			
Key Improvement Strategy 1.a Curriculum planning and assessment	Document and implement a guaranteed and viable curriculum to enhance student learning in Reading and Writing. (CPA)			
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Develop and consistently implement an agreed instructional model that is informed by evidence-based high impact teaching strategies. (EHITS)			
Key Improvement Strategy 1.c Evaluating impact on learning	Build leadership and teacher capacity to identify and plan for student learning needs and evaluate the impact of teaching practices through professional learning communities. (EIL)			
Goal 2	Improve students' engagement in their learning.			
Target 2.1	<p>By the end of 2022, increase the percentage of positive endorsement for indicators on the student AToSS by measuring;</p> <ul style="list-style-type: none"> • student voice and agency from 76% in 2018 to 88% in 2022. 			

	<ul style="list-style-type: none"> • stimulated learning from 86% in 2018 to 98% in 2022. • learning confidence from 85% in 2018 to 97% in 2022
Target 2.2	<p>By the end of 2022, increase the percentage of positive endorsement on the SSS by measuring;</p> <ul style="list-style-type: none"> • Parent and community from 75% in 2018 to 87% in 2022
Target 2.3	<p>By the end of 2022, increase the percentage of positive endorsement in the POS by measuring;</p> <ul style="list-style-type: none"> • parent participation and involvement from 78% in 2018 to 90% in 2022 • teacher communication from 63% in 2018 to 75% in 2022 • stimulated learning environment from 73% in 2018 to 85% in 2022
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Develop student learning opportunities and goals that are challenging, engaging and promote curiosity. (IESA)
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Develop a culture of high expectation for all students. (IESA)
Key Improvement Strategy 2.c Parents and carers as partners	Strengthen partnerships with parents and the community that enhance students learning at school and at home. (PCP)

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 learning outcomes in Literacy and Numeracy.	Yes	<p>Increase percentage of students showing high relative growth from Year 3 to 5.</p> <ul style="list-style-type: none"> • Reading - Increase the percentage of students showing high relative growth from 24% in 2018 to more than 31% in 2022 • Writing - Increase the percentage of students showing high relative growth from 30% in 2018 to more than 43% in 2022 • Numeracy - Increase the percentage of students showing high relative growth from 19% in 2018 to more than 31% in 2022 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Reading - Increase the percentage of students showing high relative growth from 23% in 2019 to more than 26% in 2020. (This is equivalent to approximately 36 students in 2020)</p> <p>Writing - Increase the percentage of students showing high relative growth from 21% in 2019 to more than 24% in 2020. (This is equivalent to approximately 34 students in 2020)</p> <p>Numeracy - Increase the percentage of students showing high relative growth from 27% in 2019 to more than 30% in 2020. (This is equivalent to approximately 42 students in 2020)</p>
		<p>To increase the number of students in the top two bands in Reading, Writing and Numeracy.</p> <p>Reading</p>	<p>Reading</p> <p>Increase the number of students in the top two NAPLAN bands in</p>

		<ul style="list-style-type: none"> • Increase the number of students in the top two NAPLAN bands in Year 3 from 63% in 2018 to 78% in 2022. (This is equivalent to approximately 95 students in 2018 and 117 students in 2022.) • Increase the number of students in the top two NAPLAN bands in Year 5 from 39% in 2018 to 55% in 2022. (This is equivalent to approximately 51 students in 2018 and 63 students in 2022.) <p>Writing</p> <ul style="list-style-type: none"> • Increase the number of students in the top two NAPLAN bands in Year 3 from 51% in 2018 to 63% in 2022. • Increase the number of students in the top two NAPLAN bands in Year 5 from 18% in 2018 to 34% in 2022. <p>Numeracy</p> <ul style="list-style-type: none"> • Increase the number of students in the top two NAPLAN bands in Year 3 from 57% in 2018 to 69% in 2022. • Increase the number of students in the top two NAPLAN bands in Year 5 from 34% in 2018 to 48% in 2022. • (This is an increase of 4% per year, this is equivalent of approximately 5 students increase per year or one per grade.) 	<p>Year 3 from 70% in 2019 to 73% in 2020. (This is equivalent to approximately 95 students in 2019 and 117 students in 2020.)</p> <p>Increase the number of students in the top two NAPLAN bands in Year 5 from 39% in 2019 to 42% in 2020. (This is equivalent to approximately 51 students in 2019 and 63 students in 2020.)</p> <p>Writing</p> <p>Increase the number of students in the top two NAPLAN bands in Year 3 from 64% in 2019 to 67% in 2020.</p> <p>Increase the number of students in the top two NAPLAN bands in Year 5 from 20% in 2019 to 23% in 2020. (This is equivalent to approximately 32 students in 2020)</p> <p>Numeracy</p> <p>Increase the number of students in the top two NAPLAN bands in Year 3 from 57% in 2019 to 60% in 2020.</p> <p>Increase the number of students in the top two NAPLAN bands in Year 5 from 34% in 2019 to 37% in 2020.</p> <p>(This is an increase of 3% per year, this is equivalent of</p>
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Improve students' engagement in their learning.	Yes	<p>By the end of 2022, increase the percentage of positive endorsement for indicators on the student AToSS by measuring;</p> <ul style="list-style-type: none"> • student voice and agency from 76% in 2018 to 88% in 2022. • stimulated learning from 86% in 2018 to 98% in 2022. • learning confidence from 85% in 2018 to 97% in 2022 	<p>By the end of 2020, increase the percentage of positive endorsement for indicators on the student AToSS by measuring;</p> <p>Student voice and agency from 74% in 2019 to 77% in 2020. Stimulated learning from 89% in 2019 to 92% in 2020. Learning confidence from 85% in 2019 to 88% in 2020.</p>
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Document and implement a guaranteed and viable curriculum to enhance student learning in Reading and Writing. (CPA)	No
KIS 2 Evidence-based high-impact teaching strategies	Develop and consistently implement an agreed instructional model that is informed by evidence-based high impact teaching strategies. (EHITS)	Yes
KIS 3 Evaluating impact on learning	Build leadership and teacher capacity to identify and plan for student learning needs and evaluate the impact of teaching practices through professional learning communities. (EIL)	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Recommendations from our school review evaluation indicates a clear and concise need to focus on strengthening and building upon and narrowing our focus in reading and writing and strengthening our teaching practices around numeracy. Many data sets were used to identify a future focus, these data sets include: Continua of Practice, AtoSS, POS, NAPLAN, School performance report and Panorama report.</p> <p>After participating in the PLC initiative it is clear that we need further work around the building of teacher capacity based on student data. Teachers need to build data literacy skills through PLCs and plan for student learning needs by differentiation through process and product.</p>	
<p>Goal 2</p>	<p>Improve students' engagement in their learning.</p>	
<p>12 Month Target 2.1</p>	<p>By the end of 2020, increase the percentage of positive endorsement for indicators on the student AToSS by measuring;</p> <p>Student voice and agency from 74% in 2019 to 77% in 2020. Stimulated learning from 89% in 2019 to 92% in 2020. Learning confidence from 85% in 2019 to 88% in 2020.</p>	
<p>12 Month Target 2.2</p>	<p>By the end of 2020, increase the percentage of positive endorsement on the SSS by measuring;</p> <p>Parent and community from 68% in 2019 to 71% in 2020.</p>	
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<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Intellectual engagement and self-awareness</p>	<p>Develop student learning opportunities and goals that are challenging, engaging and promote curiosity. (IESA)</p>	<p>Yes</p>

KIS 2 Intellectual engagement and self-awareness	Develop a culture of high expectation for all students. (IESA)	Yes
KIS 3 Parents and carers as partners	Strengthen partnerships with parents and the community that enhance students learning at school and at home. (PCP)	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.	<p>Recommendations from our school review evaluation indicates a clear and concise need to focus our attention on improving student voice and building a sense of community with staff and families. Following an evaluation of a range of data sets, it was identified that as a school we need to develop a whole school approach to setting high expectations for all and strengthen partnerships with the parent community. Data sets used to identify our future focus include: AtoSS, POS, SOS and the Continua of Practice.</p> <p>From our continua of practice self evaluation we have identified that as a school we need to focus on</p> <ul style="list-style-type: none"> Students setting high expectations of themselves Support and challenge students through setting goals, feedback and using a growth mindset Engaging learning environment Behaviour management toolbox Building student relationships 	

Define Actions, Outcomes and Activities

Goal 1	Improve student learning outcomes in Literacy and Numeracy.
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KIS 1 Evidence-based high-impact teaching strategies	Develop and consistently implement an agreed instructional model that is informed by evidence-based high impact teaching strategies. (EHITS)
Actions	Enhance teacher capacity to implement the instructional model that will meet the needs of all students
Outcomes	Teachers will: <ul style="list-style-type: none"> - understand and explicitly use the instructional model - engage in regular conversations about the instructional model - use PLC time to evaluate the impact of teaching on student learning outcomes give and receive feedback Leaders will: <ul style="list-style-type: none"> - conduct learning walks to monitor consistency of implementation - use multiple sources of evidence to track implementation of our instructional model - co lead professional learning around the consistent implementation of the instructional model
Success Indicators	Teachers will provide: <ul style="list-style-type: none"> - lessons planned - notes from learning walks - PLC minutes Leaders will provide: <ul style="list-style-type: none"> - evidence of delivered professional learning

	<ul style="list-style-type: none"> - notes from learning walks/observations - survey data, observations or other evidence related to the instructional model 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and implement Learning Walks	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evaluating impact on learning	Build leadership and teacher capacity to identify and plan for student learning needs and evaluate the impact of teaching practices through professional learning communities. (EIL)			
Actions	Implement Professional Learning Communities at Cambridge Primary School to a high standard.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - clearly articulate the learning intention and the differentiated success criteria - articulate their learning goals and use flexible strategies and identify when they have achieved it. <p>Teachers will:</p> <ul style="list-style-type: none"> - collectively engage in the inquiry cycle - embed a shared understanding of an effective PLC model - engage in professional reading to support inquiry cycles - use class and cohort data to identify learning needs of every student - ensure student friendly LI and SC are displayed for each lesson, including specialist teachers - engage in peer observations - show evidence of differentiation of process and product in work programs, including specialist teachers - ensure all students have a learning goal for reading, writing and math 			

	<ul style="list-style-type: none"> - provide timely and specific feedback - use formative assessment to track student progress. <p>Leaders will:</p> <ul style="list-style-type: none"> - ensure team collaboration time is protected and allocated to a two hour block - support PLC leaders with the implementation of the inquiry cycle - develop a professional learning calendar - continue to fine tune and refine the coaching strategy - build the capacity of PLC leaders to ensure there is a consistent implementation to the inquiry cycle - conduct learning walks and provide purposeful feedback - evaluate and review the collection of data processes and management - embed a shared understanding of an effective PLC model - develop clear protocols and processes around curriculum planning 			
Success Indicators	<p>Teachers will:</p> <ul style="list-style-type: none"> - provide PLC notes/minutes - participate in peer observations - provide peer observation feedback forms as evidence - differentiated work programs <p>Leaders will:</p> <ul style="list-style-type: none"> - provide survey data, observations and other evidence related to PLC implementation - present notes/records of conversations where feedback has been given - develop a highly effective collaborative partnership with the link school - implement the PLC evidence-based inquiry approach with an initial focus on improving student outcomes in Reading - embed a shared understanding of an effective PLC model 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PL around the inquiry cycle for PLCs	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

PL around Data Literacy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Peer Observations to support PDP goals	<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
Learning Walks	<input checked="" type="checkbox"/> Leadership 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
Open Classrooms - Literacy	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Open Classrooms - Numeracy	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Improve students' engagement in their learning.			
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KIS 1 Intellectual engagement and self-awareness	Develop student learning opportunities and goals that are challenging, engaging and promote curiosity. (IESA)
Actions	Develop students as active and empowered learners Identify opportunities to activate goal setting in learning
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - track progress against individual learning goals - identify specific examples of their goals in their learning - articulate their learning, next steps and why. <p>Teachers will:</p> <ul style="list-style-type: none"> - explicitly teach students to set and track progress against individual learning goals - work within their PLC to integrate opportunities for students to seek feedback with their learning goals <p>Leaders will:</p> <ul style="list-style-type: none"> - provide PL around SMART goals - engage in one on one conversations around learning goals during learning walks
Success Indicators	<p>Students will:</p> <ul style="list-style-type: none"> - use student learning goal tracker - show evidence of achieving goals <p>Teachers will:</p>

	<ul style="list-style-type: none"> - document set goals and goals achieved by students through anecdotal notes - conference notes from individual conferences with students <p>Leaders will:</p> <ul style="list-style-type: none"> - conduct learning walks - notes from learning walks 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PL around SMART goals	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Intellectual engagement and self-awareness	Develop a culture of high expectation for all students. (IESA)			
Actions	<p>Develop a shared understanding of high expectations at Cambridge Primary School</p> <p>Identify opportunities to activate high expectations for all students</p>			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - articulate the school values and expectations in classrooms and non-classroom settings - use consistent language across the school - use a range of strategies to self-regulate and problem solve - set meaningful learning goals and monitor their progress - engage and negotiate in learning tasks and school activities. <p>Teachers will:</p> <ul style="list-style-type: none"> - explicitly teach school values and expectations in the classroom setting - build student voice and agency into classroom programs and practice - use common language throughout the school - empower students to set high expectations and with a growth mindset 			

	<ul style="list-style-type: none"> - set meaningful learning goals and monitor and assess their students progress - set high expectations of self and others. <p>Leaders will:</p> <ul style="list-style-type: none"> - develop whole school professional learning around school values and high expectations - develop a visual representation which incorporates our school values and encapsulates high expectations that motivate and empower student voice/agency - maintain and evaluate the whole school 'growth mindset' approach - observe a consistent language and use of strategies across the school - build capacity of staff on culture that is focused on improving student voice, agency and high expectations - engage in learning walks and facilitate feedback forums to develop staff growth and reflection in professional practice - collaborate with staff, students and the community to foster and develop student voice and agency. 			
<p>Success Indicators</p>	<p>AToSS, SSS, POS, Peer Observations, Learning Walks, Student Learning Goals, Incident Data, Teacher Judgement, NAPLAN results, Prep to 2 School based AToSS</p> <p>Teachers will:</p> <ul style="list-style-type: none"> - provide teacher planners - present notes from goal setting conversations - present student learning goal trackers <p>Leaders will:</p> <ul style="list-style-type: none"> - provide a visual representation of high expectations - collate and present student surveys - provide staff PDPs 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>PL of School Culture/Values and High Expectations</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Learning Walks	<input checked="" type="checkbox"/> Leadership 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
Peer Observations - feedback focus	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PL Student Voice and Agency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PL Learning Goals	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <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
PL Growth mindset	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$4,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Parents and carers as partners	Strengthen partnerships with parents and the community that enhance students learning at school and at home. (PCP)			

Actions	Implement strategies and processes to encourage and empower parents, carers and community members to engage in the school.			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - open their classroom to the community at scheduled times - explore IT solutions to engage parents in classroom happenings <p>Leaders will:</p> <ul style="list-style-type: none"> - be visible and communicate with the wider community - deliver PL (high expectations, parent helpers course, information evenings, academic) - invite the community through a range of forums 			
Success Indicators	<p>Teachers will:</p> <ul style="list-style-type: none"> - collect parent signatures when they sign in to attend open classrooms - have an IT solution for their classroom <p>Leaders will:</p> <ul style="list-style-type: none"> - survey parent participation - POS data 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Parent Helpers Course	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Open Classrooms	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$32,000.00	\$33,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$32,000.00	\$33,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Open Classrooms - Literacy	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$11,000.00
Open Classrooms - Numeracy	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$10,000.00	\$11,000.00
PL Student Voice and Agency	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$12,000.00	\$11,000.00
Totals			\$32,000.00	\$33,000.00

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
Develop and implement Learning Walks	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Professional learning	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<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"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PL around the inquiry cycle for PLCs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
PL around Data Literacy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
PL of School Culture/Values and High Expectations	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <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"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Learning Walks	<input checked="" type="checkbox"/> Leadership Team <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"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Peer Observations - feedback focus	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions		
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