

# 2021 Annual Implementation Plan

## for improving student outcomes

Yarraville Special Developmental School (5278)



# YARRAVILLE

---

Special Developmental School

Submitted for review by Elaine Quinn (School Principal) on 09 December, 2020 at 02:10 PM  
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 21 January, 2021 at 08:29 PM  
Endorsed by Kim Mace (School Council President) on 01 February, 2021 at 10:18 AM

## Self-evaluation Summary - 2021

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

<b>Enter your reflective comments</b>	Leadership used feedback from 2 staff surveys and 3 parent surveys to inform remote and flexible learning. Staff and parents appreciated that their feedback was used to change/modify elements identified. Remote learning created an amazing opportunity to foster cohesion between team members in their learning areas and also in the 'like roles.' Having to all adapt to the changes at the same time, brought everyone closer together. Similarly, family connections were overall stronger as we supported them with remote learning and their wellbeing. The use of ICT for teaching and learning was also embedded during this year and we will continue to use the Seesaw app as a teaching and learning tool and plan to extend it to incorporate assessments moving forward.
<b>Considerations for 2021</b>	We will continue to prioritise building excellence in teaching and learning area, specifically focusing on writing to continue to build teacher capacity to evaluate the impact on student learning through use of formative and summative assessments. Re-launching SWPBS after updating documentation and providing professional learning to all staff with a focus on family involvement and encouraging staff to record data and analyse results so that targeted interventions and strategies can be put in place. Exploring and investing in developing student voice and agency through the learn to Play program in Primary

	Learning Area and developing new projects with Purpose programs in Secondary Learning Area.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To improve student learning outcomes in Literacy and Numeracy
<b>Target 2.1</b>	Every student will show learning growth within or beyond their individual ABLES level each year
<b>Target 2.2</b>	Staff Opinion Survey – Teaching and Learning Module positive endorsement - based on 2017 results  To improve scores for Understand curriculum (70 per cent), Use data for curriculum planning (75 per cent) and Plan differentiated learning activities (81 per cent)
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build teacher capacity to differentiate learning tasks to meet student at point of need
<b>Key Improvement Strategy 2.b</b>	Build teacher capacity to collaboratively analyse data, plan and measure impact on student learning

Curriculum planning and assessment	
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Embed the agreed whole school instructional model across the school
<b>Goal 3</b>	To improve student learning outcomes through effective use of Information, Communication and Technology (ICT)
<b>Target 3.1</b>	Parent opinion survey - based on 2017 results  improve the scores for school communication (3rd quartile) and high expectations for success (2nd quartile) to the next quartile
<b>Target 3.2</b>	Staff opinion survey – based on 2017 results  improve the score of parent and community involvement (79.6 per cent) and collective efficacy (66 per cent)
<b>Target 3.3</b>	FISO school self-assessment – based on 2018 assessment  <ul style="list-style-type: none"> <li>● improve Building practice excellence in the area of Professional learning from evolving to at least embedding</li> <li>● improve ‘The school has a culture of high expectations’ from evolving to at least embedding</li> <li>● improve ‘The school supports and fosters intellectual engagement’ from evolving to at least embedding</li> </ul>
<b>Target 3.4</b>	improve upon benchmark data for student proficiency in communication ( baseline data to be collected by the end of 2018)

<b>Key Improvement Strategy 3.a</b> Building practice excellence	Build teacher capacity in the use of effective ICT to meet the individual needs of students
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Investigate and implement ICT tools to strengthen parent engagement in their child's learning
<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Embed the use of the communication program across the school
<b>Goal 4</b>	To create a stimulating environment learning environment where students are engaged, motivated and have agency in their learning
<b>Target 4.1</b>	<p>Staff Opinion Survey Teaching and Learning Implementation - based on positive endorsement in 2017 results</p> <ul style="list-style-type: none"> <li>• improve staff positive endorsement on "Using student feedback to improve practice" to increase by at least 10% from 68%</li> <li>• improve staff positive endorsement on "Promote student ownership of learning goals" to increase by 5% from 74%</li> </ul>
<b>Target 4.2</b>	<p>Student Attitudes to school survey - based on 2018 results</p> <ul style="list-style-type: none"> <li>• improve by at least 5%, the positive endorsement for Resilience (64 per cent), Learning confidence (55 per cent) and Student voice and agency (73 per cent)</li> </ul>
<b>Target 4.3</b>	<p>Parent opinion survey based on 2017 results</p> <ul style="list-style-type: none"> <li>• improve the scores for student agency and voice (3rd quartile) to the next quartile</li> </ul>

<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	Broaden existing resources and structured programs to further empower students
<b>Key Improvement Strategy 4.b</b> Empowering students and building school pride	Develop a whole school approach to ensure the personal and social capabilities
<b>Key Improvement Strategy 4.c</b> Empowering students and building school pride	Build teacher knowledge of student voice and choice
<b>Key Improvement Strategy 4.d</b> Empowering students and building school pride	Develop a communication rich environment to encourage student voice and choice



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.  Students will move within or above level in ABLES and the Teacher Judgement against the Victorian Curriculum
To improve student learning outcomes in Literacy and Numeracy	No	Every student will show learning growth within or beyond their individual ABLES level each year	
		Staff Opinion Survey – Teaching and Learning Module positive endorsement - based on 2017 results  To improve scores for Understand curriculum (70 per cent), Use data for curriculum planning (75 per cent) and Plan differentiated learning activities (81 per cent)	
To improve student learning outcomes through effective use of Information, Communication and Technology (ICT)	No	Parent opinion survey - based on 2017 results  improve the scores for school communication (3rd quartile) and high expectations for success (2nd quartile) to the next quartile	

		<p>Staff opinion survey – based on 2017 results</p> <p>improve the score of parent and community involvement (79.6 per cent) and collective efficacy (66 per cent)</p>	
		<p>FISO school self-assessment – based on 2018 assessment</p> <ul style="list-style-type: none"> <li>● improve Building practice excellence in the area of Professional learning from evolving to at least embedding</li> <li>● improve ‘The school has a culture of high expectations’ from evolving to at least embedding</li> <li>● improve ‘The school supports and fosters intellectual engagement’ from evolving to at least embedding</li> </ul>	
		<p>improve upon benchmark data for student proficiency in communication ( baseline data to be collected by the end of 2018)</p>	
<p>To create a stimulating environment learning environment where students are engaged, motivated and have agency in their learning</p>	<p>Yes</p>	<p>Staff Opinion Survey Teaching and Learning Implementation - based on positive endorsement in 2017 results</p> <ul style="list-style-type: none"> <li>● improve staff positive endorsement on "Using student feedback to improve practice" to increase by at least 10% from 68%</li> <li>● improve staff positive endorsement on "Promote student ownership of learning goals" to increase by 5% from 74%</li> </ul>	<p>To improve student engagement in learning.</p>

		<p>Student Attitudes to school survey - based on 2018 results</p> <ul style="list-style-type: none"> <li>improve by at least 5%, the positive endorsement for Resilience (64 per cent), Learning confidence (55 per cent) and Student voice and agency (73 per cent)</li> </ul>	All students will have one priority goal that staff will support them in monitoring progress towards.
		<p>Parent opinion survey based on 2017 results</p> <ul style="list-style-type: none"> <li>improve the scores for student agency and voice (3rd quartile) to the next quartile</li> </ul>	Over 80 % of students will show learning growth in personal capabilities.

<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	Students will move within or above level in ABLES and the Teacher Judgement against the Victorian Curriculum	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> 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.	
<b>Goal 2</b>	To create a stimulating environment learning environment where students are engaged, motivated and have agency in their learning	
<b>12 Month Target 2.1</b>	To improve student engagement in learning.	
<b>12 Month Target 2.2</b>	All students will have one priority goal that staff will support them in monitoring progress towards.	
<b>12 Month Target 2.3</b>	Over 80 % of students will show learning growth in personal capabilities.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Broaden existing resources and structured programs to further empower students	Yes
<b>KIS 2</b> Empowering students and building school pride	Develop a whole school approach to ensure the personal and social capabilities	No
<b>KIS 3</b> Empowering students and building school pride	Build teacher knowledge of student voice and choice	No
<b>KIS 4</b>	Develop a communication rich environment to encourage student voice and choice	No

Empowering students and building school pride		
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.	To support students to have agency in learning, it is crucial to have students with moderate to severe ID motivated and engaged in their learning. Our school is still emerging in the dimension of " Empowering students and building school pride" as 100 % of our students require high levels of support in the area of communicate. With such limitation in both receptive and expressive language, students require high levels of adaptations in tools to be able to communicate their views. Building teacher knowledge and student voice, choice and agency will ensure that consistent approaches are implemented across the school in empowering students.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Students will move within or above level in ABLES and the Teacher Judgement against the Victorian Curriculum
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<p>Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support</p> <p>Equity funding will be used to hire consultants to build the capacity of staff to work with our students who require support with Readiness to Learn and intervention in Writing</p> <p>Provide tutoring to students who have been identified from the data as going backwards or not engaging in remote learning</p> <p>Establish/embed consistent approaches to formative assessment in Writing</p>
<b>Outcomes</b>	<p>Community: Teachers will confidently and accurately identify the learning needs of their students</p> <p>Leaders:</p> <p>Leaders will build teacher capacity to analyse data to identify students who require intervention</p> <p>Leaders will build tutor capacity to provide targeted intervention for identified students</p> <p>Teachers:</p> <p>Teachers will monitor student progress using data walls in Writing</p> <p>Teachers will develop Pre, post and ongoing assessment tasks as part of the PLC cycle to assess student growth</p> <p>Students: Students in need of targeted academic support or intervention will be identified and supported</p>
<b>Success Indicators</b>	<p>Teachers' formative assessment data and teacher judgement data in Writing</p> <p>Teacher records and observations of student progress in Writing</p> <p>Data walls indicating clearly student progress in Writing</p> <p>Observations of teachers from Learning Walks and Peer observations focusing on Writing, Feedback and Formative Assessment</p> <p>PLC matrix in the domain "Data used to focus and drive collaborative improvement and evaluate impact on learning" will indicate growth moving from "evolving" to "embedding".</p> <p>100% of PLCs will engage in Inquiry cycles and develop pre, post and ongoing assessment tasks to monitor student progress</p> <p>Staff Opinion Survey increase in positive endorsement in Evaluation summary in the area of "use of student feedback to improve practice from 75% to 75.9%</p>

	HITs survey in the domain 'Feedback' will increase from Semester 1 to Semester 2 Students will demonstrate progress against goals identified from the targeted intervention from the tutor initiative			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Leaders build the capacity of PLC leaders to use assessment for both formative and summative purposes	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Learning walks and Peer observations will focus on Writing and teachers' seeking feedback from students about their learning	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <input checked="" type="checkbox"/> Equity funding will be used
External Consultants will be employed to build staff capacity in supporting students with Readiness to Learn and the Writers Notebook	<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
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	Refine whole school approach to SWPBS to consider actions at the leadership, teacher and student levels Revisit, review and update school documentation for SWPBS Create a Professional Learning Calendar based on SAS data, TFI and SWPBS action plan .			

	<p>All students who require a Behaviour Support Plan (BSP) will have their Personal and Social Capability ILP goal aligned to the BSP          Designate time weekly for classroom staff and Allied Health to meet and discuss SWPBS in response to Compass Data          Class Dojo will be used as the rewards based system and a SWPBS shop will be launched for students to spend their Dojo points          Allied Health Staff will explore and implement states of Regulation strategies with identified students</p> <p>*This relates to KIS 3B from 2020 "Develop a whole school approach to ensure the Personal &amp; Social Capabilities</p>			
<b>Outcomes</b>	<p>Community: More involvement and awareness from the school community regarding SWPBS and inclusion of families in the Class Dojo points system</p> <p>Leaders: Provide targeted Professional learning to staff in response to SAS data, TFI and SWPBS action plan and lead workshops to revise SWPBS documentation</p> <p>Teachers: Increase in use of Compass to track positive and minor/major incidents on Compass and using the data to inform weekly discussions and implementation of strategies</p> <p>Students:          Students who require BSP will have one and the ATSS "feeling safe" will increase          Identified students will be supported to self regulate using the states of regulation</p>			
<b>Success Indicators</b>	<p>90% of students will show growth within or above their level in social and personal capabilities in ABLES &amp; Judgement tool          The ATSS data will increase in the domain 'feeling safe'          Learning walks will provide evidence of SWPS being implemented in the classroom          There will be an increase of student incidents being logged on Compass in response to staff awareness of the importance of this</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Create a Professional learning calendar to target professional learning to staff and students point of need	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Increase OT hours as part of the Mental Health Practitioner initiative to develop whole class regulation initiative	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00



			to: Term 4	<input type="checkbox"/> Equity funding will be used
Visit SDS schools implementing SWPBS to observe and implement best practice	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning e.g. Compass, Newsletter, Seesaw Use digital channels of communication to provide regular updates on weekly student learning programs School will apply for School Chaplain and Multicultural ES staff member to represent Vietnamese and African Communities			
<b>Outcomes</b>	Community: Workshops will be provided to families regarding Compass and Seesaw Leaders: Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin Teachers: Teachers will have strong relationships with students and parents/carers/kin Students: Students and parents/carers/kin will feel as though they belong and are seen			
<b>Success Indicators</b>	Whole school surveys (SSS, AToSS) Positive student survey data (internal surveys, AToSS) Engagement on school platforms will increase			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Expand community access to school newsletters, social media, and provide information sessions	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Hold workshops and webinars for parents to be supported to engage with platforms used by the school such as Compass and Seesaw	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To create a stimulating environment learning environment where students are engaged, motivated and have agency in their learning			
<b>12 Month Target 2.1</b>	To improve student engagement in learning.			
<b>12 Month Target 2.2</b>	All students will have one priority goal that staff will support them in monitoring progress towards.			
<b>12 Month Target 2.3</b>	Over 80 % of students will show learning growth in personal capabilities.			
<b>KIS 1</b> Empowering students and building school pride	Broaden existing resources and structured programs to further empower students			
<b>Actions</b>	<p>Implement 'Learn to Play' in Primary Learning Area  The Secondary Learning Area Leader builds capacity of all staff in SLA to implement projects with purpose.  Leaders will facilitate Professional Learning for ES staff on "Student Empowerment"  Students in SLA will be supported to monitor their priority CAPS goal across all Applied Learning</p> <p>*This relates to KIS 3B from 2020 "Develop a whole school approach to ensure the Personal &amp; Social Capabilities</p>			
<b>Outcomes</b>	<p>Community:  SLA students will have more access to community programs and sharing their projects with purpose with the community</p> <p>Leaders:  Will support staff to identify opportunities for authentic action and projects with purpose for students and staff to engage with  Will coordinate school visits and partnership with the community</p>			

	<p>Teachers: Teachers will ensure activities planned in 'Learn to Play' and 'Projects with Purpose' align to students personal &amp; social capabilities goal Teachers will explicitly plan for these sessions and assess students progress against their goals</p> <p>Students: Students across the school will be supported to monitor their ILP goal in Personal &amp; Social capabilities All students in PLA will have a visual display of their social goal accessible in all indoor learning environments. Students will have a wider range of choice for programs and projects All students will have increased opportunities to make a choice in the programs like Learn to play or Projects with Purpose</p>			
<b>Success Indicators</b>	<p>ABLES data and Judgement tool data for Speaking and Listening to increase by 3% of students working above level ABLES data and Judgement tool data for Personal and Social Capabilities will be maintained at 90 % of students showing growth within or above level Expansion of programs and electives in SLA. 100% of students will achieve their personal and social capability goal on their ILP. 90% of teachers will positively endorse "promote student ownership of learning goals" in the staff opinion survey. Improve score of Parent Opinion Survey for parent and community involvement (79.6 per cent) Whole school surveys (SSS, AToSS) Positive student survey data (internal surveys, AToSS)</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Introduce a larger variety of hands on programs in the SLA	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Build capacity of teachers to embed student voice and agency through Projects with Purpose (SLA) and Learn to Play (PLA).	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used

At least one PD per term for ES staff focusing on "Student Empowerment."	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input 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	\$35,000.00	\$38,000.00
Additional Equity funding	\$30,000.00	\$30,000.00
<b>Grand Total</b>	<b>\$65,000.00</b>	<b>\$68,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$4,000.00	\$3,500.00
Leaders build the capacity of PLC leaders to use assessment for both formative and summative purposes	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,000.00	\$0.00
Learning walks and Peer observations will focus on Writing and teachers' seeking feedback from students about their learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$6,000.00	\$6,000.00
External Consultants will be employed to build staff capacity in supporting students with Readiness to Learn and the Writers Notebook	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$15,000.00

	to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT		
Create a Professional learning calendar to target professional learning to staff and students point of need	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$2,500.00
Visit SDS schools implementing SWPBS to observe and implement best practice	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Introduce a larger variety of hands on programs in the SLA	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Build capacity of teachers to embed student voice and agency through Projects with Purpose (SLA) and Learn to Play (PLA).	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
<b>Totals</b>			\$35,000.00	\$38,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Small group based tutoring	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Small group based tutoring	\$30,000.00	\$30,000.00

<b>Totals</b>	\$30,000.00	\$30,000.00
---------------	-------------	-------------

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Leaders build the capacity of PLC leaders to use assessment for both formative and summative purposes	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Learning walks and Peer observations will focus on Writing and teachers' seeking feedback from students about their learning	<input checked="" type="checkbox"/> Leadership Team	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <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"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
External Consultants will be employed to build staff capacity in supporting students with Readiness to Learn and the Writers Notebook	<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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Andrea Hillbrick Helen Tainch Fiona Beauchamp <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Create a Professional learning calendar to target professional learning to staff and students point of need	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching 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"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Increase OT hours as part of the Mental Health Practitioner	<input checked="" type="checkbox"/> Allied Health	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

initiative to develop whole class regulation initiative		to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback			
---	--	---------------	---	--	--	--