

# 2021 Annual Implementation Plan

## for improving student outcomes

Waubra Primary School (0859)



Submitted for review by Kane Tolliday (School Principal) on 03 December, 2020 at 02:23 PM  
Endorsed by Paul Nolan (Senior Education Improvement Leader) on 17 December, 2020 at 02:29 PM  
Awaiting endorsement by School Council President

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

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

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

<b>Enter your reflective comments</b>	<p>This year has looked different in many ways for Waubra PS. Remote learning has changed the way teachers have planned, assessed and delivered valuable learning experiences. The professional learning that was booked in was cancelled and leadership had to look at alternative ways to continue to develop staff in the area of Maths to align with the current SSP. Completing regular professional reading in particular The new Art and Science of teaching Mathematics along with regular discussion during meetings has meant staff have delved deep into the teaching of Maths.</p> <p>The change in leadership from Cameron to myself also came at a time where we during Remote Learning 2. I am incredibly proud of my staff and the considerable amount of face to face time spent each day with their classes. I am also proud of the way our staff continued to deliver every single program during remote learning off site that would be ran onsite during normal day to day school. Programs such as, Spelling Mastery (4 sessions per week), Maqlit, Minilit, Art and PE all continued to operate remotely.</p> <p>The school also took part in an incredibly beneficial Maths Planning Day facilitated by our Numeracy Leader. During this</p>
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	<p>day, all staff analysed planning documents, discussed what could work well at WPS, shared engaging warm up games and begun to shape the language and structure required for our Maths Instructional Model.</p>
<p><b>Considerations for 2021</b></p>	<p>Alteration to PLC process: New PLC Leader to be appointed and an alteration of PLC planning time to also be considered. Due to budget restraints, the school's ability to give time release to all 3 classroom teachers at the same time will not be possible in 2021 due to 2 specialist teachers being employed. PLC meetings will be ran after school allowing the Principal to be part of this process.</p> <p>Professional Learning for our Numeracy Leader to focus on 2 areas. The first being the development of her content knowledge and development of the Instructional Model and the second around her development of leadership skill.</p> <p>A new Literacy Leader will be appointed and relevant training provided for them too.</p> <p>Coaching to be completed by Principal, Maths being the focus area,</p>
<p><b>Documents that support this plan</b></p>	

## 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 numeracy outcomes for all students
<b>Target 2.1</b>	<p>Increase the proportion of students in the top two NAPLAN bands in numeracy over the period 2020-23 compared with the period 2016-19:</p> <ul style="list-style-type: none"> <li>• In Year 5: to an average of at least 30 per cent from an average of 25 per cent</li> <li>• In Year 3: to an average of at least 40 per cent from an average of 34 per cent</li> </ul>
<b>Target 2.2</b>	Reduce the proportion of students showing below NAPLAN benchmark growth to less than 25 per cent (40% 2016-2019)

<b>Target 2.3</b>	Maintain the proportion of students achieving at or above expected Victorian Curriculum level in Number and Algebra according to teacher judgements to at least 90 per cent (91% in 2019).
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Develop a whole school curriculum and instructional model for numeracy
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Develop assessment and reporting capability and routines for numeracy
<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Build an understanding of evidence-based best practice in numeracy
<b>Key Improvement Strategy 2.d</b> Evidence-based high-impact teaching strategies	Embed a culture of ongoing peer observation and feedback
<b>Goal 3</b>	To improve students' voice and agency in their learning
<b>Target 3.1</b>	<p>In the Student Attitudes to School Survey, increase the average positive endorsement for:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from an average 71 per cent during the period 2017-19 to an average of at least 80 per cent during the period 2020-23</li> <li>• Sense of confidence from an average 78 per cent during the period 2017-19 to an average of at least 85 per cent during the period 2020-23</li> </ul> <p>In Teacher Judgements the percentage of students achieving at or above the expected growth will improve:</p> <ul style="list-style-type: none"> <li>• Reading &amp; Viewing - from 38% in 2019 to an average of 45% during the period of 2020-23</li> <li>• Writing - from 35% in 2019 to an average of 40% during the period of 2020-23</li> </ul>

	<ul style="list-style-type: none"> <li>• Number &amp; Algebra - from 17% in 2019 to an average of 30% during the period of 2020-23</li> </ul>
<b>Target 3.2</b>	In the Staff Survey, increase the percentage positive endorsement of Using Student feedback to Improve Practice from 50 per cent to 80 per cent by 2023
<b>Target 3.3</b>	In the Parent Opinion Survey, responses to Teacher communication increase the total neutral and positive endorsement from 87 per cent to at least 90 per cent and maintain positive endorsement above 80 per cent by 2023.
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop leadership capabilities in all students to own their learning goals
<b>Key Improvement Strategy 3.b</b> Parents and carers as partners	Strengthen learning partnerships with families
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Utilise Amplify - Empowering students through voice, agency and leadership (DET Victoria) to understand, enable and promote student voice and agency
<b>Key Improvement Strategy 3.d</b> Intellectual engagement and self-awareness	Build teacher capacity to engage students in feedback to improve practice
<b>Goal 4</b>	To engage students with science and technology

<b>Target 4.1</b>	<p>In the Student Attitudes to School Survey increase the positive endorsement of:</p> <ul style="list-style-type: none"> <li>• Student Motivation to 90 per cent in 2023 from 84 per cent in 2019</li> <li>• Stimulated Learning to 90 per cent in 2023 from 79 per cent in 2019</li> </ul> <p>In Teacher Judgements the percentage of students achieving at or above the expected growth will improve or maintain:</p> <ul style="list-style-type: none"> <li>• Science - 82% in 2019 to main the average of 80% or above during the period of 2020-23 <ul style="list-style-type: none"> <li>• Students achieving above the expected level to improve from 6% in 2019 to an average of 20% during the period of 2020-23</li> </ul> </li> <li>• Digital Technologies - students achieving at or above expected level to average 80% during the period of 2020-23</li> </ul>
<b>Target 4.2</b>	<p>In the Parent Opinion Survey increase the positive endorsement of:</p> <ul style="list-style-type: none"> <li>• Stimulating Learning to 85 per cent in 2023 from 74 per cent in 2019</li> <li>• Student Motivation and support to 85 per cent in 2023 from 79 per cent in 2019</li> </ul>
<b>Target 4.3</b>	<p>In the Staff Survey increase the positive endorsement of:</p> <ul style="list-style-type: none"> <li>• Academic Emphasis to 85 per cent in 2023 from 79 per cent in 2019</li> <li>• Parent and Community Involvement to 85 per cent in 2023 from 81 per cent in 2019</li> </ul>
<b>Key Improvement Strategy 4.a</b>	<p>Develop understanding of evidence-based best practice in science and technology</p>



Building practice excellence	
<b>Key Improvement Strategy 4.b</b> Curriculum planning and assessment	Develop a whole school curriculum for science and technology
<b>Key Improvement Strategy 4.c</b> Strategic resource management	Build the school's resources in science and technology
<b>Key Improvement Strategy 4.d</b> Building communities	Seek opportunities to explore science and technology within the community

## 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	By the end of 2021, all 12 month targets derived from the current SSP will be met.
To improve numeracy outcomes for all students	Yes	Increase the proportion of students in the top two NAPLAN bands in numeracy over the period 2020-23 compared with the period 2016-19: <ul style="list-style-type: none"> <li>• In Year 5: to an average of at least 30 per cent from an average of 25 per cent</li> <li>• In Year 3: to an average of at least 40 per cent from an average of 34 per cent</li> </ul>	To increase the percentage of students in the top 2 bands of NAPLAN in all areas for students in years 3 and 5.  To reduce the percentage of students in the bottom 2 bands of NAPLAN in all areas for students in years 3 and 5.
		Reduce the proportion of students showing below NAPLAN benchmark growth to less than 25 per cent (40% 2016-2019)	To reduce the percentage of students show below benchmark growth to less than 32.5 percent in 2021.
		Maintain the proportion of students achieving at or above expected Victorian Curriculum level in Number and Algebra according to teacher judgements to at least 90 per cent (91% in 2019).	Teacher Judgments: That all students achieve at least 12 months learning growth in 12 months according to teacher judgements against the Victorian Curriculum.

			To increase the percentage of students achieving above the expected level according to teacher judgements against the Victorian Curriculum.
To improve students' voice and agency in their learning	No	<p>In the Student Attitudes to School Survey, increase the average positive endorsement for:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from an average 71 per cent during the period 2017-19 to an average of at least 80 per cent during the period 2020-23</li> <li>• Sense of confidence from an average 78 per cent during the period 2017-19 to an average of at least 85 per cent during the period 2020-23</li> </ul> <p>In Teacher Judgements the percentage of students achieving at or above the expected growth will improve:</p> <ul style="list-style-type: none"> <li>• Reading &amp; Viewing - from 38% in 2019 to an average of 45% during the period of 2020-23</li> <li>• Writing - from 35% in 2019 to an average of 40% during the period of 2020-23</li> <li>• Number &amp; Algebra - from 17% in 2019 to an average of 30% during the period of 2020-23</li> </ul>	
		<p>In the Staff Survey, increase the percentage positive endorsement of Using Student feedback to Improve Practice from 50 per cent to 80 per cent by 2023</p>	

		In the Parent Opinion Survey, responses to Teacher communication increase the total neutral and positive endorsement from 87 per cent to at least 90 per cent and maintain positive endorsement above 80 per cent by 2023.	
To engage students with science and technology	Yes	<p>In the Student Attitudes to School Survey increase the positive endorsement of:</p> <ul style="list-style-type: none"> <li>• Student Motivation to 90 per cent in 2023 from 84 per cent in 2019</li> <li>• Stimulated Learning to 90 per cent in 2023 from 79 per cent in 2019</li> </ul> <p>In Teacher Judgements the percentage of students achieving at or above the expected growth will improve or maintain:</p> <ul style="list-style-type: none"> <li>• Science - 82% in 2019 to main the average of 80% or above during the period of 2020-23 <ul style="list-style-type: none"> <li>• Students achieving above the expected level to improve from 6% in 2019 to an average of 20% during the period of 2020-23</li> </ul> </li> <li>• Digital Technologies - students achieving at or above expected level to average 80% during the period of 2020-23</li> </ul>	Positive endorsements in the Motivation & interest and School Connectedness factors in the student opinion survey will increase.
		In the Parent Opinion Survey increase the positive endorsement of:	In the 2021 Parent Opinion Survey, increase the positive endorsement of student motivation to 82 percent and

		<ul style="list-style-type: none"> <li>• Stimulating Learning to 85 per cent in 2023 from 74 per cent in 2019</li> <li>• Student Motivation and support to 85 per cent in 2023 from 79 per cent in 2019</li> </ul>	stimulated learning to 78 percent for 2021.
		<p>In the Staff Survey increase the positive endorsement of:</p> <ul style="list-style-type: none"> <li>• Academic Emphasis to 85 per cent in 2023 from 79 per cent in 2019</li> <li>• Parent and Community Involvement to 85 per cent in 2023 from 81 per cent in 2019</li> </ul>	In the Staff Survey, increase the endorsement of academic emphasis on student learning to 82 percent and increase parent and community involvement to 85 percent for 2021.

<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	By the end of 2021, all 12 month targets derived from the current SSP will be met.	
<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>	Connected schools priority	Yes

Building communities		
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 improve numeracy outcomes for all students	
<b>12 Month Target 2.1</b>	To increase the percentage of students in the top 2 bands of NAPLAN in all areas for students in years 3 and 5. To reduce the percentage of students in the bottom 2 bands of NAPLAN in all areas for students in years 3 and 5.	
<b>12 Month Target 2.2</b>	To reduce the percentage of students show below benchmark growth to less than 32.5 percent in 2021.	
<b>12 Month Target 2.3</b>	Teacher Judgments: That all students achieve at least 12 months learning growth in 12 months according to teacher judgements against the Victorian Curriculum.  To increase the percentage of students achieving above the expected level according to teacher judgements 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	Develop a whole school curriculum and instructional model for numeracy	Yes
<b>KIS 2</b> Evaluating impact on learning	Develop assessment and reporting capability and routines for numeracy	Yes
<b>KIS 3</b>	Build an understanding of evidence-based best practice in numeracy	No

Evidence-based high-impact teaching strategies		
<b>KIS 4</b> Evidence-based high-impact teaching strategies	Embed a culture of ongoing peer observation and feedback	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>As the school continues to work through the development and implementation of our Maths Instructional Model, We need to ensure consistency of teaching and learning approaches in all classrooms. To develop an instructional model we as a school need to continue to research what is best practice in numeracy and then make it work for our context. The leadership has evaluated the following data sets - That all students achieve at least 12 months growth according to triangulated data of teacher judgement, OnDemand testing and Essential Assessment.</p> <p>Staff will continue to develop a consistent, whole school Maths planning document that is structured to work in conjunction with the developing Instructional Model. Coaching will take place weekly with designated focus areas to be determined by school leadership. Professional Learning will be available for all staff to ensure consistent development and knowledge of teaching Maths.</p>	
<b>Goal 3</b>	To engage students with science and technology	
<b>12 Month Target 3.1</b>	Positive endorsements in the Motivation & interest and School Connectedness factors in the student opinion survey will increase.	
<b>12 Month Target 3.2</b>	In the 2021 Parent Opinion Survey, increase the positive endorsement of student motivation to 82 percent and stimulated learning to 78 percent for 2021.	
<b>12 Month Target 3.3</b>	In the Staff Survey, increase the endorsement of academic emphasis on student learning to 82 percent and increase parent and community involvement to 85 percent for 2021.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop understanding of evidence-based best practice in science and technology	Yes

<b>KIS 2</b> Curriculum planning and assessment	Develop a whole school curriculum for science and technology	No
<b>KIS 3</b> Strategic resource management	Build the school's resources in science and technology	No
<b>KIS 4</b> Building communities	Seek opportunities to explore science and technology within the community	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school has appointed a Science and Technology teacher with a specific focus of planning and delivering meaningful, engaging Science and Technology sessions. They will seek opportunities for students to develop and learn through utilising groups within the community to engage our students. By the end of 2021, all students will have achieved at least 12 months growth in Science and Technology.	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	By the end of 2021, all 12 month targets derived from the current SSP will be met.
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice</li> <li>* Prioritise curriculum 'essentials': mathematics, reading, writing and science. Ensure these are taught efforts to support students' learning in taught / revisited across wider curriculum subjects.</li> <li>* Use PLCs / PLTs for staff to collaboratively plan units of work with a focus on differentiation</li> <li>* With staff input, establish a targeted support program for students</li> <li>* Establish a small group tutoring programs</li> <li>*Tutor Learning Initiative ( refer to uploaded template )</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>* PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</li> <li>* Teachers and leaders will regularly update data walls</li> <li>* Teacher will provide regular feedback and monitor student progress using data walls</li> <li>*Students in need of targeted academic support or intervention will be identified and supported</li> <li>* Nominated or relevant teachers and leaders will establish intervention/small group tutoring/before and afterschool programs</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>* Teachers' formative assessment data and teacher judgement data</li> <li>* Data walls indicating clearly student progress</li> <li>* Differentiated curriculum documents and evidence of student learning at different levels</li> <li>* Differentiated resources used in tailored supports</li> <li>* Assessment data and student surveys from intervention groups</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop an agreed assessment schedule in collaboration with staff	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$600.00  <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>	<ul style="list-style-type: none"> <li>* Establish a whole school approach to social-emotional learning or belonging and engagement</li> <li>* Establish an agreed approach to monitoring and responding to student wellbeing concerns</li> <li>* Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skills</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>* Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing</li> <li>* Students will feel supported and engaged in homegroups and contribute to a strong classroom culture</li> <li>* Families of at-risk students will receive regular communication and support from the school</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>* Observations of changes to classroom practices</li> <li>* Students engagement in wellbeing programs (feedback, participation, classroom observations)</li> <li>* Data used to identify students in need of targeted support</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
The purchase of wellbeing and wellness assessment tool called Forge Wellbeing	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$300.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Plan for school facilities and grounds works that will mean every school is a great place to learn</li> <li>* Strengthen relationships with parents/carers/kin and conduct regular pulse checks</li> <li>* Ensure students requiring specific intentions are engaged with external agencies and supports</li> <li>* Marrung Implementation Plan ( refer to uploaded template )</li> <li>* ASSIST ( refer to uploaded template )</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>* Teachers will have strong relationships with students and parents/carers/kin</li> <li>* Students will feel connected to their school and have positive attitudes to attendance</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>* Positive student survey data (internal surveys, AToSS)</li> <li>* Attendance in intervention/tailored support programs</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Dedicate resources and time to at least one whole school community event per term.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve numeracy outcomes for all students			
<b>12 Month Target 2.1</b>	<p>To increase the percentage of students in the top 2 bands of NAPLAN in all areas for students in years 3 and 5.</p> <p>To reduce the percentage of students in the bottom 2 bands of NAPLAN in all areas for students in years 3 and 5.</p>			

<b>12 Month Target 2.2</b>	To reduce the percentage of students show below benchmark growth to less than 32.5 percent in 2021.
<b>12 Month Target 2.3</b>	Teacher Judgments: That all students achieve at least 12 months learning growth in 12 months according to teacher judgements against the Victorian Curriculum.  To increase the percentage of students achieving above the expected level according to teacher judgements against the Victorian Curriculum.
<b>KIS 1</b> Curriculum planning and assessment	Develop a whole school curriculum and instructional model for numeracy
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Modify staff meeting structure to incorporate PLC meetings in order for Principal to attend.</li> <li>* Staff to continue to take part in Leadership lead PL with a focus on consistence practice including planning, assessment and lesson delivery.</li> <li>* Numeracy Leader to take part in Primary Maths and Science Specialist (PMSS) program for 2021 and 2022.</li> <li>* Embed the Professional Learning Communities approach to the planning and assessment of teaching and learning at Waubra Primary School.</li> </ul>
<b>Outcomes</b>	<p>This strategy is demonstrated when:</p> <p>Leaders</p> <ul style="list-style-type: none"> <li>* Use the improvement cycle to plan, monitor and evaluate the PLC initiative.</li> <li>* Identify and target areas of professional development to build collective efficacy in mathematics. Whole school instructional model developed with staff input.</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>* Consistently use formative assessment to inform their teaching.</li> <li>* Teacher knowledge and capacity is strengthened to design an instructional model for mathematics to ensure collective efficacy.</li> <li>* Use the data to plan for student learning drawing on my colleague's discussion and expertise in understanding the curriculum and continuum of learning.</li> </ul>
<b>Success Indicators</b>	<p>Success will be measured through our evaluation and diagnosis processes using the following indicators:</p> <ul style="list-style-type: none"> <li>*Staff Opinion Survey</li> <li>* Students Attitudes to School Survey</li> <li>* Parent Opinion Survey</li> </ul>

\* Completion of our instructional model for mathematics.  
 \* PLC meetings will continue to use the Inquiry Cycle to plan and asses teaching and learning.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Numeracy Leader to take part in PMSS program - logistics	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
All staff to take part in selected Maths Professional Learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Strategic Resource Management Develop an agreed common goal for staff PDPs.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Monitoring using the Improvement Cycle Agenda a reflection progress using SPOT in meetings each month.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Allow staff to take part in learning walks to observe Maths instruction at schools within our network by employing CRTs to release teachers.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Update Maths resources for all classrooms	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Evaluating impact on learning	Develop assessment and reporting capability and routines for numeracy			
<b>Actions</b>	<p>Workforce Planning &amp; Strategic Resource Management</p> <ul style="list-style-type: none"> <li>* Ensure a clear line of sight between the AIP &amp; PDPs of all staff.</li> <li>* Purchase resources to assist the effective teaching of mathematics</li> <li>* Purchase Formative assessment program to instill consistent assessment practice that informs teaching.</li> </ul> <p>Monitoring using the Improvement Cycle</p> <ul style="list-style-type: none"> <li>*Utilise SPOT and FISO to monitor progress throughout the year.</li> <li>*Ensure professional learning for staff is embedded in the approach to the implementation of mathematics.</li> <li>*Use data and evidence to monitor progress and adjust strategies as required.</li> </ul> <p>Professional Learning -</p> <ul style="list-style-type: none"> <li>* Numeracy Leader to take part in Network CoP.</li> <li>* Develop teacher knowledge and capacity to collaboratively plan and assessment practices.</li> </ul>			
<b>Outcomes</b>	<p>Leaders: -</p> <ul style="list-style-type: none"> <li>* Has a whole school process for teachers to unpack the curriculum.</li> <li>* Identify and target areas of professional development to build collective efficacy in mathematics.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>* Refer to the curriculum when working with my team to plan student learning.</li> <li>* Responsible for understanding the continuum of learning and use it to plan for my student's needs. and success</li> </ul>			
<b>Success Indicators</b>	<p>Success will be measured through our evaluation and diagnosis processes using the following indicators:</p> <ul style="list-style-type: none"> <li>* Staff Opinion Survey</li> <li>* Students Attitudes to School Survey</li> <li>* Parent Opinion Survey</li> </ul> <p>* Teaching and learning programs, i.e. term / semester / year teaching and learning programs in mathematics</p>			

	* Student assessment and learning i.e. assessment plans and schedules, assessment tools, diagnostic instruments, data walls * Professional learning i.e. professional learning plan, professional learning workshops / forums, CoP, PMSS			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide staff with Professional Learning to confidently and successfully use both formative and summative assessment procedures..	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Monitoring using the Improvement Cycle Develop and implement an agreed assessment schedule for mathematics, including the purchase of new assessments.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Allocate coaching sessions by highly skilled staff in order to continually improve teaching practice (CRT if required)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To engage students with science and technology			
<b>12 Month Target 3.1</b>	Positive endorsements in the Motivation & interest and School Connectedness factors in the student opinion survey will increase.			
<b>12 Month Target 3.2</b>	In the 2021 Parent Opinion Survey, increase the positive endorsement of student motivation to 82 percent and stimulated learning to 78 percent for 2021.			
<b>12 Month Target 3.3</b>	In the Staff Survey, increase the endorsement of academic emphasis on student learning to 82 percent and increase parent and community involvement to 85 percent for 2021.			
<b>KIS 1</b>	Develop understanding of evidence-based best practice in science and technology			

<b>Building practice excellence</b>				
<b>Actions</b>	Workforce Planning and Resource Management * Employ a skilled Science and Technology 1 day per week to address curriculum needs * Purchase required materials in order for teacher to deliver a high quality curriculum * Create a scope and sequence for Science and Technology			
<b>Outcomes</b>	* Student engagement and eagerness to take part in Science and Technology sessions to increase * All students to achieve 12 months growth in Science and Technology.			
<b>Success Indicators</b>	* Teacher judgement - Reporting (12 months growth) * Parent opinion Survey * Student Attitudes to School Survey			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Build up Science and Technology resources	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,886.49  <input checked="" type="checkbox"/> Equity funding will be used
Develop Scope and Sequence document for Science and Technology and provide CRT days for planning and construction of document (3 days)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used



## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$27,286.49	\$27,286.49
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$27,286.49</b>	<b>\$27,286.49</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Develop an agreed assessment schedule in collaboration with staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing	\$600.00	\$600.00
The purchase of wellbeing and wellness assessment tool called Forge Wellbeing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$300.00	\$300.00
Dedicate resources and time to at least one whole school community event per term.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Purchase of materials to encourage community involvement and build on connectedness.	\$2,000.00	\$2,000.00
Numeracy Leader to take part in PMSS program - logistics	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Dedicate funds to logistics of staff travelling and locating to Melbourne for PMSS	\$1,000.00	\$1,000.00

All staff to take part in selected Maths Professional Learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$4,000.00	\$4,000.00
Strategic Resource Management Develop an agreed common goal for staff PDPs.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Monitoring using the Improvement Cycle Agenda a reflection progress using SPOT in meetings each month.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Allow staff to take part in learning walks to observe Maths instruction at schools within our network by employing CRTs to release teachers.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$4,000.00	\$4,000.00
Update Maths resources for all classrooms	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,000.00	\$3,000.00
Provide staff with Professional Learning to confidently and successfully use both formative and summative assessment procedures..	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,500.00	\$2,500.00
Monitoring using the Improvement Cycle Develop and implement an agreed assessment schedule for mathematics, including the purchase of new assessments.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$1,000.00	\$1,000.00
Allocate coaching sessions by highly skilled staff in order to continually improve teaching practice (CRT if required)	from: Term 1	<input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00

	to: Term 4			
Build up Science and Technology resources	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,886.49	\$3,886.49
Develop Scope and Sequence document for Science and Technology and provide CRT days for planning and construction of document (3 days)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
<b>Totals</b>			\$27,286.49	\$27,286.49

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All staff to take part in selected Maths Professional Learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Allow staff to take part in learning walks to observe Maths instruction at schools within our network by employing CRTs to release teachers.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> Off-site We will visit schools within our network TBC
Provide staff with Professional Learning to confidently and successfully use both formative and summative assessment procedures..	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Essential Assessment	<input checked="" type="checkbox"/> On-site