

2021 Annual Implementation Plan for improving student outcomes

James Cook Primary School (5136)



Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding
Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	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	Evolving
	Parents and carers as partners	Evolving moving towards Embedding

Enter your reflective comments	<p>Peer observation protocols have been established, with a focus on the implementation of the school's Reading instructional model and building consistent practice across the school F-6. The inclusion of learning intentions and success criteria to build student understanding of what they are learning was introduced in 2019. Leadership and peer observers supported staff in the development of these LI-SC through explicit professional development sessions and post-observation conversations. Over the year it is clear that teachers are developing learning intentions that are more concise and non-contextual. Whilst success criteria are provided, it is evident that more support and professional learning will be needed in 2020 to ensure the SC are clear demonstrations of the learning intention and the practice challenge is explicitly seeking the demonstration of the success criteria.</p> <p>Staff will continue to strengthen their capacity for analysing and responding to student assessment and progress data to more effectively meet the individual point of need for every student. Professional dialogue around this is becoming common place and scheduled into the meeting protocols of the school. Reading and Number data post remote learning has been encouraging. The staff are to be commended on their commitment to face-to-face online teaching and learning during this period.</p> <p>Through our work with the leadership coach, we have been able to provide opportunities to build leadership capacity in order to embed and maintain the school's improvement agenda.</p>
Considerations for 2021	<p>Post remote learning - Professional learning will be provided in 2021 to ensure that success criteria are clear demonstrations of the learning intention of every lesson and that practice challenges are explicitly seeking the demonstration of the success criteria. Exemplars and worked examples will be an essential element for explicit teaching and goal setting strategies.</p> <p>Reading and Oral language intervention will be prioritised in our improvement agenda, as will Number concepts. Student agency through Reading will continue to be a focus through closer examination of HITS - Worked Examples; Differentiation; Metacognitive Strategies; Feedback - explicitly examined through the lens of 'Positive climate for learning'. The DET Tutoring Initiative funding will also support these interventions for catch-up and extension.</p> <p>Leadership coaching will continue to support and strengthen the work we have been engaged in.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids' priority
Key Improvement Strategy 1.c Building communities	Connected schools' priority
Goal 2	To improve literacy and numeracy outcomes for all students.
Target 2.1	By 2022, the percentage of students achieving in the top two NAPLAN bands from the matched cohort data, will be maintained from Year 3 to Year 5 in Reading, Writing and Numeracy.
Target 2.2	By 2022, the percentage of Year 3 students achieving in the top two NAPLAN bands will be as follows: - Reading 54% - Writing 54% - Numeracy 46%
Target 2.3	By 2022, the percentage of students in the bottom two NAPLAN bands in Year 3 and Year 5 will be no more than 10% in Reading, Writing and Numeracy.

Key Improvement Strategy 2.a Building practice excellence	Develop and implement a consistent evidence-based whole school instructional model in literacy and numeracy. (CPA)
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher capability to utilise data and assessment strategies to support all student's point of learning. (CPA)
Key Improvement Strategy 2.c Building leadership teams	Build leadership capability to lead professional learning teams and develop a culture of continuous improvement. (BLT, BPE)
Goal 3	To improve student ownership of their learning.
Target 3.1	By 2022, the percentage of positive endorsement in AToSS for: <ul style="list-style-type: none"> - Student Voice and Agency will increase from 68% to 80%. - Differentiated Learning will increase from 87% to 90% - Motivation and Interest will increase from 86% to 90%
Target 3.2	By 2022, the percentage of positive endorsement in Staff Opinion Survey for: <ul style="list-style-type: none"> - Promote student ownership of learning will increase from 53% to 75% (Teaching and Learning) - Academic emphasis will increase from 59% to 68% (School Climate) - Collective efficacy will increase from 66% to 73% (School Climate)
Key Improvement Strategy 3.a Empowering students and building school pride	Build staff capability to promote authentic student voice and agency in learning. (ESABSP)
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build students' capabilities to empower their voice and agency in teaching and learning. (IEASA)

Goal 4	To improve student wellbeing and safety through a safe and supportive school environment.
Target 4.1	By 2022, the percentage of positive endorsement in AToSS for: - Managing Bullying will increase from 71% to 85%. - Teacher Concern will increase from 71% to 85%. - Classroom Behaviour will increase from 72% to 80%
Target 4.2	By 2022, the percentage of positive endorsement in the Parent Opinion for 'Student Motivation and Support' will increase from 81% to 84%.
Target 4.3	By 2022, the number of Prep-Year 6 Absence Days per FTE from 2018 (17.57) will be reduced.
Key Improvement Strategy 4.a Health and wellbeing	Develop and implement a whole school approach and programs that promote student wellbeing and safety. (HAW)

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	PAT-R PAT-M MTS TJ-VC
To improve literacy and numeracy outcomes for all students.	No	By 2022, the percentage of students achieving in the top two NAPLAN bands from the matched cohort data, will be maintained from Year 3 to Year 5 in Reading, Writing and Numeracy.	
		By 2022, the percentage of Year 3 students achieving in the top two NAPLAN bands will be as follows: - Reading 54% - Writing 54% - Numeracy 46%	
		By 2022, the percentage of students in the bottom two NAPLAN bands in Year 3 and Year 5 will be no more than 10% in Reading, Writing and Numeracy.	
To improve student ownership of their learning.	No	By 2022, the percentage of positive endorsement in AToSS for: - Student Voice and Agency will increase from 68% to 80%. - Differentiated Learning will increase from 87% to 90% - Motivation and Interest will increase from 86% to 90%	

Commented [AB1]:

		<p>By 2022, the percentage of positive endorsement in Staff Opinion Survey for:</p> <ul style="list-style-type: none"> - Promote student ownership of learning will increase from 53% to 75% (Teaching and Learning) - Academic emphasis will increase from 59% to 68% (School Climate) - Collective efficacy will increase from 66% to 73% (School Climate) 	
To improve student wellbeing and safety through a safe and supportive school environment.	No	<p>By 2022, the percentage of positive endorsement in AToSS for:</p> <ul style="list-style-type: none"> - Managing Bullying will increase from 71% to 85%. - Teacher Concern will increase from 71% to 85%. - Classroom Behaviour will increase from 72% to 80% 	
		<p>By 2022, the percentage of positive endorsement in the Parent Opinion for 'Student Motivation and Support' will increase from 81% to 84%.</p>	
		<p>By 2022, the number of Prep-Year 6 Absence Days per FTE from 2018 (17.57) will be reduced.</p>	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	PAT-R PAT-M MTS TJ-VC	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	PAT-R PAT-M MTS TJ-VC
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	A1 Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support. A2 Establish consistent approaches to formative assessment and frequent low-stakes testing. A3 Plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. VCOP; Maths)
Outcomes	Leaders will: - Deliver professional learning opportunities to further develop the data literacy of teachers and education support staff. - will provide time and support for PLTs to meet and engage in reflective practice, evaluate and plan curriculum, assessments and lessons. Teachers will: - Develop an understanding of curriculum essentials to ensure mastery. - Consistently implement the assessment schedule. - provide regular feedback and monitor student progress. Students will: - know what their next steps are to progress their learning. - will be identified for targeted academic support or intervention.
Success Indicators	Leaders will: - publish a revised assessment schedule for 2021 and beyond. - have ongoing access to evidence of teachers inputting data and moderation of assessments. Teachers will: - provide documentation and data from formative assessments. - participate in moderation of assessment data and student work samples.

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"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish process/structures for collecting and monitoring school-wide data.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop an agreed assessment schedule in collaboration with staff.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,600.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish processes for regular moderation of assessment.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish criteria for identifying students requiring individual and tailored supports.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Allocate 0.5EFT equivalent of Assistant Principal for teaching and learning duties in year one and P-2 Reading and Writing intervention programs	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocate 0.6EFT equivalent teacher to implement the Extending Mathematical Understandings (EMU) program for students P-2	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$55,300.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocate 0.2EFT equivalent teacher to implement a Mathematics Extension program for students in Years 3-6.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Purchase targeted assessment tools and resources for specialised, diagnostic assessment in Literacy and Numeracy to identify students requiring intervention support.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Post COVID-19 Tutoring Learning Initiative - DET	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$91,000.00 <input type="checkbox"/> Equity funding will be used
Reading Resources to improve number and quality of take-home books for students.	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Additional resources to support improved student learning outcomes in English, Mathematics, Student Wellbeing and Student Welfare	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
0.4 EFT staffing to run Oral Language intervention program to support improved student outcomes for Reading.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$48,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	A4. Refine the whole-school approach to wellbeing to consider implementation at the leadership, teacher and student levels, inclusive of an agreed approach to monitoring and responding to student welfare concerns. A5. Establish a whole-school approach to engagement. A6. Establish and embed routines and prioritise time in classrooms to revisit them regularly.			
Outcomes	<ul style="list-style-type: none"> - Leaders, teachers and the school community will share a common understanding of the whole-school approach to wellbeing. - Leaders and teachers will establish agreed monitoring processes and ensure these are visible for staff to use. - Teachers will be consistent and model agreed routines. 			

Success Indicators	<ul style="list-style-type: none"> - Documented resources for wellbeing programs - Documented reports and referrals of student well being concerns and communicated follow-up. - Data of counselling and allied health services accessed by students and families. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning sessions to collaboratively develop and document wellbeing curriculum units of learning, inclusive of SWPBS and Respectful Relationship curriculum.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish clear referral process and provide staff professional learning opportunities to strengthen their understanding of first response strategies and use of the referral process.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Assign a staff member to 0.3EFT equivalent to the leadership of the Wellbeing Team to oversee and manage the Wellbeing curriculum development and implementation.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$36,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocate additional Education Support Staff for classroom support and Wellbeing curriculum implementation across the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	A7. Develop and implement a school-wide Digital Learning approach to communication and connection with parent/carers, utilising the strategies used during remote learning to provide regular student progress updates to parents/carers using Classroom Dojo, Google Classroom, and in Webex meetings. A8. Engage in PLTs to collaboratively develop and document a whole-school digital learning pedagogy. A9. Ensure the benefits of digital learning remain available to every learner.			
Outcomes	Leaders will: - prioritise time for staff to communicate regularly with parents/carers through Classroom Dojo, Google Classroom, and in Webex meetings.			

	<p>Teachers will:</p> <ul style="list-style-type: none"> - have strong, transparent relationships with students and parents/carers <p>Students will:</p> <ul style="list-style-type: none"> - be connected to resources and learning opportunities inclusive of digital technology. 			
Success Indicators	<ul style="list-style-type: none"> - Documented Digital Learning policies. - Positive movement in the AToSS data. - Positive movement in student attendance data. - Documented student participation in intervention/extension programs. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning focused on integration of digital learning to improve student engagement and learning.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Installation of Clevertouch Interactive Screens to ensure interactive teaching access to all classrooms.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$16,000.00 <input checked="" type="checkbox"/> Equity funding will be used
CRT coverage to facilitate the provision of regular teacher communications with parents/carers.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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	\$389,900.00	\$299,000.00
Additional Equity funding	\$62,000.00	\$60,000.00
Grand Total	\$451,900.00	\$359,000.00

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"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excl CRT costs and new FTE)	\$5,000.00	\$2,000.00
Develop an agreed assessment schedule in collaboration with staff.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$1,600.00	\$0.00
Establish processes for regular moderation of assessment	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excl CRT costs and new FTE)	\$5,000.00	\$2,000.00
Allocate 0.5EFT equivalent of Assistant Principal for teaching and learning duties in year one and P-2 Reading and Writing intervention programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excl CRT costs and new FTE)	\$50,000.00	\$30,000.00
Allocate 0.6EFT equivalent teacher to implement the Extending Mathematical Understandings (EMU) program for students P-2	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$55,300.00	\$40,000.00
Allocate 0.2EFT equivalent teacher to implement a Mathematics Extension program for students in Years 3-6.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$22,000.00	\$15,000.00
Purchase targeted assessment tools and resources for specialised, diagnostic assessment in Literacy and Numeracy to identify students requiring intervention support.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excl CRT costs and new FTE)	\$6,000.00	\$4,000.00

Reading Resources to improve number and quality of take home books for students.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$20,000.00	\$10,000.00
Additional resources to support improved student learning outcomes in English, Mathematics, Student Wellbeing and Student Welfare	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excl. CRT costs and new FTE)	\$25,000.00	\$18,000.00
0.4 EFT staffing to run Oral Language intervention program to support improved student outcomes for Reading.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$48,000.00	\$48,000.00
Professional learning sessions to collaboratively develop and document wellbeing curriculum units of learning, inclusive of SWPBS and Respectful Relationship curriculum.	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"/> Professional development (excl. CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$5,000.00	\$3,000.00
Assign a staff member to 0.3EFT equivalent to the leadership of the Wellbeing Team to oversee and manage the Wellbeing curriculum development and implementation.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$36,000.00	\$36,000.00
Allocate additional Education Support Staff for classroom support and Wellbeing curriculum implementation across the school.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$80,000.00	\$60,000.00
Professional learning focused on integration of digital learning to improve student engagement and learning.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excl. CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Installation of Clevertouch Interactive Screens to ensure interactive teaching access to all classrooms.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$16,000.00	\$16,000.00
CRT coverage to facilitate the provision of regular teacher communications with parents/carers.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Totals			\$389,900.00	\$299,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
VCOP	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excl. CRT costs and new FTE)	\$4,000.00	\$4,000.00
Play-based learning resources for Prep transition phase	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excl. CRT costs and new FTE)	\$5,000.00	\$3,000.00
Mathletics subsidy for all students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excl. CRT costs and new FTE)	\$2,500.00	\$2,500.00
Literacy Planet subsidy for all students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excl. CRT costs and new FTE)	\$2,500.00	\$2,500.00
Mathematics PD - Dedicated Student-Free Day with Top Ten Mathematics	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excl. CRT costs and new FTE)	\$3,000.00	\$3,000.00
Ongoing Leadership Coaching to support the Principal and SIT team in the implementation of the above.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excl. CRT costs and new FTE) <input checked="" type="checkbox"/> Other That Eureka Moment! Michelle Liddle	\$40,000.00	\$40,000.00
Top Ten Mathematics - teaching resources Usage and effectiveness of these resources will be tracked via PLT meetings.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excl. CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Totals			\$62,000.00	\$60,000.00

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"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	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"/> Professional Practice Day <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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SEVR Data Team? <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"/> On-site
Establish process/structures for collecting and monitoring school-wide data.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop an agreed assessment schedule in collaboration with staff.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish processes for regular moderation of assessment.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Mode <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Establish criteria for identifying students requiring individual and tailored supports.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: 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"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Post COVID-19 Tutoring Learning Initiative - DET	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional learning sessions to collaboratively develop and document wellbeing curriculum units of learning, inclusive of SWPBS and Respectful Relationship curriculum.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> External consultants SWPBS Coaches <input checked="" type="checkbox"/> Departmental resources Amplify SWPBS Respectful Relationships <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Professional learning focused on integration of digital learning to improve student engagement and learning.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<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"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site