

# 2020 Annual Implementation Plan

## for improving student outcomes

Broadford Primary School (1125)



Submitted for review by Jennene Cooney (School Principal) on 17 December, 2019 at 01:34 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2020

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

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

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

<b>Enter your reflective comments</b>	<p>2019 has seen growth in building practice excellence through the development of reading and writing instructional models based on best practice and professional learning to unpack the components of the model. Regular classroom observations and learning walks have ensured the model is embedded in practice.</p> <p>The PLC training for middle leaders and its implementation across the school in semester 2 using the inquiry cycle has enabled teachers to work collaboratively at the school level to improve student outcomes with an improved focus on data. 2019 has set the scene for future growth in student learning through increased consistency and expectations across the school and clear focus on AIP goals.</p>
<b>Considerations for 2020</b>	<p>In 2020 we will continue to embed the writing instructional model with a particular focus on utilising data to differentiate teaching within the structure of the Instructional Model. This will include setting and monitoring individual writing goals for students, use of formative assessment and effective conferencing of writing. Professional learning, learning walks and peer observations will support and monitor staff capacity to implement the instructional model.</p> <p>2020 will also see the introduction of a Numeracy instructional model based on the work done in 2019 on the writing model. SWPBS will continue to be an important focus to ensure consistency across the school and increase time spend on</p>

	learning. A document attendance strategy will be a priority to ensure students are at school regularly and on time to maximize learning student achievement.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Improve learning outcomes with a particular emphasis on literacy and numeracy for all students F-6.
<b>Target 1.1</b>	<ul style="list-style-type: none"> <li>• Teacher judgement of each student to achieve one year's growth or greater each year in literacy and numeracy.</li> <li>• By 2020, the percentage of Relative Growth Low Band students assessed in NAPLAN reading, writing and numeracy to be reduced to that of similar schools or below.</li> <li>• By 2020, the percentage of Relative Growth High Gain students assessed in NAPLAN reading, writing and numeracy is at or above similar schools.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build teacher capacity to deliver an effective instructional model in writing
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build teacher capacity to deliver an instructional model in numeracy
<b>Goal 2</b>	To develop strategies and provide programs to re-engage students and provide them with a sense of connectedness to school.
<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>• Reduce student absence every year so that by 2020, student attendance is at or below state level.</li> <li>• By 2020, the percentage of students with positive attitudes towards Classroom Behaviour will increase by 20%.</li> </ul>
<b>Key Improvement Strategy 2.a</b>	Develop attendance strategies and programs that reduce student absences

Setting expectations and promoting inclusion	
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## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Improve learning outcomes with a particular emphasis on literacy and numeracy for all students F-6.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>● Teacher judgement of each student to achieve one year's growth or greater each year in literacy and numeracy.</li> <li>● By 2020, the percentage of Relative Growth Low Band students assessed in NAPLAN reading, writing and numeracy to be reduced to that of similar schools or below.</li> <li>● By 2020, the percentage of Relative Growth High Gain students assessed in NAPLAN reading, writing and numeracy is at or above similar schools.</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> <li>- Teacher judgement of each student to achieve one year's growth or greater each year in literacy and numeracy.</li> <li>- Reduction in the percentage of students with low Relative Growth in writing and numeracy assessed in NAPLAN from 2019 - 202</li> <li>- An increase in the percentage of students achieving medium and high relative growth in writing and numeracy in 2020 compared to 2019</li> </ul>
<p>To develop strategies and provide programs to re-engage students and provide them with a sense of connectedness to school.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>● Reduce student absence every year so that by 2020, student attendance is at or below state level.</li> <li>● By 2020, the percentage of students with positive attitudes towards Classroom Behaviour will increase by 20%.</li> </ul>	<p>Reduce the number of student absences in 2020 compared to 2019</p>

<b>Goal 1</b>	Improve learning outcomes with a particular emphasis on literacy and numeracy for all students F-6.	
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>- Teacher judgement of each student to achieve one year's growth or greater each year in literacy and numeracy.</li> <li>- Reduction in the percentage of students with low Relative Growth in writing and numeracy assessed in NAPLAN from 2019 - 2020</li> <li>- An increase in the percentage of students achieving medium and high relative growth in writing and numeracy in 2020 compared to 2019</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build teacher capacity to deliver an effective instructional model in writing	Yes
<b>KIS 2</b> Building practice excellence	Build teacher capacity to deliver an instructional model in numeracy	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.	In 2019 Broadford Primary School worked on developing collaborative teaching teams who worked together to plan and implement a consistent writing program. We introduced an Instructional model for writing and particular emphasis was placed on building teacher capacity in relation to the architecture of the mini lesson (connect, teach, active engagement and link). Our next piece of work is to work collaboratively and use data more effectively to differentiate practice to meet the needs of all students in their classes.	
<b>Goal 2</b>	To develop strategies and provide programs to re-engage students and provide them with a sense of connectedness to school.	
<b>12 Month Target 2.1</b>	Reduce the number of student absences in 2020 compared to 2019	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b>	Develop attendance strategies and programs that reduce student absences	Yes



Setting expectations and promoting inclusion		
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.	Whilst our Student Attitude to Survey showed positive responses to attendance to school and school connectedness this is not reflected in our attendance data. There is a collaboration between student absences and achievement (eg. of the xxx students not achieving at expected level in Foundation reading in 2019, xxx had high absences). We believe that a clear school wide plan and focus on attendance in 2020 will be improve attendance levels.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Improve learning outcomes with a particular emphasis on literacy and numeracy for all students F-6.
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>- Teacher judgement of each student to achieve one year's growth or greater each year in literacy and numeracy.</li> <li>- Reduction in the percentage of students with low Relative Growth in writing and numeracy assessed in NAPLAN from 2019 - 202</li> <li>- An increase in the percentage of students achieving medium and high relative growth in writing and numeracy in 2020 compared to 2019</li> </ul>
<b>KIS 1</b> Building practice excellence	Build teacher capacity to deliver an effective instructional model in writing
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Embed the agreed instructional model in writing</li> <li>2. Develop and implement a professional learning plan that supports the instructional model</li> <li>3. Utilise learning walks to monitor the implementation of the schools instructional model</li> <li>4. Monitor and evaluate the effectiveness of lesson planners to facilitate the use of the instructional model</li> <li>5. Build the capacity of teachers to conference with their students</li> <li>6. Build the capacity of staff to plan differentiated, rich learning tasks</li> <li>7. Build the capacity of staff to utilise data to differentiate their teaching within the structure of the Instructional Model</li> </ol>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Explain the lesson structure</li> <li>• Verbalise the role of the teacher and the student throughout the components of the writing instructional model</li> <li>• Model their role through the lesson</li> <li>• Describe the writing improvement strategies identified during conferences</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Implement the agreed Writing Instructional Model</li> <li>• Use agreed planning template reflecting the instructional model</li> <li>• Use a common language around learning and engagement (eg the workshop model, 6+ 1 traits and writing process, types of conferences)</li> <li>• Utilise data to differentiate their teaching within the structure of the Instructional Model.</li> <li>• Conference with students either in a small group or individually about writing at least once every two weeks</li> </ul>

	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Provide relevant professional learning on expectations of the various components of the instructional model</li> <li>• Monitor the implementation of the Instructional Model through lesson planners and attending team planning meetings</li> <li>• Utilise learning walks and peer observations to support and monitor staff capacity to implement the instructional model</li> <li>• Incorporate the use of the Instructional Model into the PDP process</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Moderated writing samples</li> <li>- Teacher judgement data on semester 1 and 2 reports</li> <li>- Naplan</li> <li>- Staff survey (Professional Learning, Teaching and Learning)</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Appoint 2 Learning specialist (junior/senior school) to oversee planning and implementation of writing	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Implementing rigorous induction process for new staff	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Collate 2019 Writing data (Naplan, teacher judgement) to identify students in top two Naplan bands and those at, above and below expected level	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Create anchor charts with students to support their understanding of the components of the instructional model	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
Review the use of formative assessment to inform practice.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$7,500.00  <input type="checkbox"/> Equity funding will be used
Development of agreed moderation process. Regular moderation sessions timetabled into whole school PD schedule and also into team meeting time.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Embed the use of conferencing strategy to provide effective feedback and support students to recognise success and identify next step learning	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Timetable weekly dedicated team planning time for the planning of writing across year level teams using data to inform the planning	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Attend weekly Literacy planning sessions Mentor, model and coach staff in the implementation of the writing instructional model	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Conduct Professional Development - revisit the instructional model	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

- writing conferencing & goal setting - formative assessment - foci identified through learning walks			to: Term 4	<input type="checkbox"/> Equity funding will be used
Use the PLC inquiry cycle to focus on writing	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Engage in classroom and peer observations	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$6,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Participate in the Network Writing COP and facilitate classroom observations at other schools in the network to observe best practice	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Build teacher capacity to deliver an instructional model in numeracy			
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Develop an agreed instructional model in numeracy</li> <li>2. Develop and implement a professional learning plan that supports the instructional model</li> <li>3. Using the school SIT, utilise learning walks to monitor the implementation of the schools instructional model and modify as required</li> <li>4. Monitor and evaluate the effectiveness of lesson planners to facilitate the use of the instructional model</li> <li>5. Build the capacity of teachers to use assessment to inform planning</li> </ol>			
<b>Outcomes</b>	Students will: <ul style="list-style-type: none"> <li>• Explain the lesson structure</li> <li>• Verbalise the role of the teacher and the student throughout the components of the numeracy instructional model</li> </ul>			

	<ul style="list-style-type: none"> <li>Know and model the expected behaviours of each component of the instructional model</li> <li>Model their role through the lesson</li> <li>Refer to anchor charts to support their learning</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Implement and explicitly teach the agreed Numeracy Instructional Model</li> <li>Use agreed planning template reflecting the instructional model</li> <li>Co-create anchor charts with students to support their understanding of the components of the instructional model</li> <li>Use the assessment schedule to inform planning</li> </ul> <p>Leadership will:</p> <ul style="list-style-type: none"> <li>Oversee the development of the agreed instructional model</li> <li>Provide relevant professional learning to introducing the instructional model</li> <li>Monitor the implementation of the Instructional Model through lesson planners, attending team meetings and learning walks and support the building of capacity through PL</li> <li>Incorporate the use of the Instructional Model into the PDP process</li> </ul>			
<b>Success Indicators</b>	<p>Observations of classroom practice</p> <p>Lesson plans</p> <p>Staff survey (Professional Learning, Teaching and Learning)</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Appoint 2 Learning specialist (junior/senior school) to oversee planning and implementation of numeracy	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input checked="" type="checkbox"/> Equity funding will be used
Collate 2019 Numeracy data (Naplan, teacher judgement) to identify students in top two Naplan bands and those at, above and below expected level. Naplan data analysed to determine areas of strength and weakness to inform teaching	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

<p>Conduct Professional Development:</p> <ul style="list-style-type: none"> <li>- introduce the Numeracy instructional model</li> <li>- unpacked each part of the instructional model to ensure consistency in understanding and build teacher capacity in implementing the whole school Instructional Numeracy Model</li> <li>- foci identified through learning walks</li> </ul>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Whole school collaboratively developed expectations around the content, timing for completion of yearly, termly and weekly curriculum planning documents</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Common planning documents developed that are used consistently across the school</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Timetable weekly dedicated team planning time for the planning of Numeracy across year level teams using data to inform the planning</p>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<p>Attend weekly Numeracy planning sessions Mentor, model and coach staff in the implementation of the Numeracy instructional model</p>	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Numeracy Assessment reviewed. Consistent approach to implementing assessments and analysing data:</p> <ul style="list-style-type: none"> <li>- Implement Assessment Schedule and supporting resources</li> <li>- Timeline of data collection to be followed</li> <li>- Effective analysis of data by individuals and teams</li> </ul>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$7,500.00  <input checked="" type="checkbox"/> Equity funding will be used

- Data used to inform planning				
Peer observation and classroom observations undertaken with a specific focus on the Instructional Model	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$6,500.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To develop strategies and provide programs to re-engage students and provide them with a sense of connectedness to school.			
<b>12 Month Target 2.1</b>	Reduce the number of student absences in 2020 compared to 2019			
<b>KIS 1</b> Setting expectations and promoting inclusion	Develop attendance strategies and programs that reduce student absences			
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Implement data-driven attendance improvement strategies</li> <li>2. Monitor and analyse student attendance records</li> <li>3. Use tools for early identification of students at risk of poor attendance</li> <li>4. Document procedures for absences</li> <li>5. Implement Respectful Relationships</li> </ol>			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Explain the importance of being at school everyday</li> <li>• Attend school on a regularly</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Establish expectations for attendance during Ready to Learn program</li> <li>• Implement reward system for attendance</li> <li>• Use a variety of engagement strategies to promote attendance</li> <li>• Accurately mark roles twice per day</li> <li>• Follow up on absences using agreed procedures</li> <li>• Develop IEP's for students with chronic attendance</li> </ul> <p>Leadership will:</p>			



	<ul style="list-style-type: none"> <li>• Provide relevant professional learning to address attendance concerns</li> <li>• Support to engage students</li> <li>• Provide relevant professional learning on Respectful Relationships</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Documentation in place of attendance strategy</li> <li>- Reduced student absence data</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop a school attendance policy outlining clear explicit focused strategies and implementation plan to improve student attendance.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop clear attendance data tracking - involving reviewing and monitoring clearly focused on analysis of individual, Level and whole school student absence data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Investigate and implement Family Engagement activities	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Investigate strategies to get students to school on time	<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

Promote importance of being at school eg school newsletter, classroom rewards	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Incorporate 'Every day counts' activities into the Ready to Learn program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Participate in 'The Resilience Project' presentation for students, teachers and families	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$8,000.00  <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	\$101,500.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$101,500.00</b>	<b>\$0.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Appoint 2 Learning specialist (junior/senior school) to oversee planning and implementation of writing	from: Term 1 to: Term 1		\$30,000.00	
Timetable weekly dedicated team planning time for the planning of writing across year level teams using data to inform the planning	from: Term 1 to: Term 4		\$15,000.00	
Engage in classroom and peer observations	from: Term 2 to: Term 3		\$6,500.00	
Participate in the Network Writing COP and facilitate classroom observations at other schools in the network to observe best practice	from: Term 1 to: Term 4		\$4,000.00	

Appoint 2 Learning specialist (junior/senior school) to oversee planning and implementation of numeracy	from: Term 1 to: Term 1		\$0.00	
Timetable weekly dedicated team planning time for the planning of Numeracy across year level teams using data to inform the planning	from: Term 1 to: Term 4		\$15,000.00	
Numeracy Assessment reviewed. Consistent approach to implementing assessments and analysing data: - Implement Assessment Schedule and supporting resources - Timeline of data collection to be followed - Effective analysis of data by individuals and teams - Data used to inform planning	from: Term 2 to: Term 2		\$7,500.00	
Peer observation and classroom observations undertaken with a specific focus on the Instructional Model	from: Term 2 to: Term 4		\$6,500.00	
Develop clear attendance data tracking - involving reviewing and monitoring clearly focused on analysis of individual, Level and whole school student absence data.	from: Term 1 to: Term 3		\$5,000.00	
Investigate and implement Family Engagement activities	from: Term 2 to: Term 3		\$2,000.00	
Promote importance of being at school eg school newsletter, classroom rewards	from: Term 1 to: Term 4		\$2,000.00	

Participate in 'The Resilience Project' presentation for students, teachers and families	from: Term 1 to: Term 2		\$8,000.00	
<b>Totals</b>			\$101,500.00	

### Additional Equity spend

Outline here any additional Equity spend for 2020	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
Implementing rigorous induction process for new staff	<input checked="" type="checkbox"/> Leadership 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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Collate 2019 Writing data (Naplan, teacher judgement) to identify students in top two Naplan bands and those at, above and below expected level	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review the use of formative assessment to inform practice.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Development of agreed moderation process. Regular moderation sessions timetabled into whole school PD schedule and also into team meeting time.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Embed the use of conferencing strategy to provide effective feedback and support students to	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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"/> On-site

recognise success and identify next step learning			<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Conduct Professional Development - revisit the instructional model - writing conferencing & goal setting - formative assessment - foci identified through learning walks	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Engage in classroom and peer observations	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Collate 2019 Numeracy data (Naplan, teacher judgement) to identify students in top two Naplan bands and those at, above and below expected level. Naplan data analysed to determine areas of strength and weakness to inform teaching	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Conduct Professional Development: - introduce the Numeracy instructional model - unpacked each part of the instructional model to ensure	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 3	<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"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

<p>consistency in understanding and build teacher capacity in implementing the whole school Instructional Numeracy Model</p> <ul style="list-style-type: none"> <li>- foci identified through learning walks</li> </ul>						
<p>Whole school collaboratively developed expectations around the content, timing for completion of yearly, termly and weekly curriculum planning documents</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 1</p>	<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
<p>Numeracy Assessment reviewed. Consistent approach to implementing assessments and analysing data:</p> <ul style="list-style-type: none"> <li>- Implement Assessment Schedule and supporting resources</li> <li>- Timeline of data collection to be followed</li> <li>- Effective analysis of data by individuals and teams</li> <li>- Data used to inform planning</li> </ul>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 2 to: Term 2</p>	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Peer observation and classroom observations undertaken with a specific focus on the Instructional Model</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 2 to: Term 4</p>	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site



