2020 Annual Implementation Plan

for improving student outcomes

River Gum Primary School (5130)

Submitted for review by Roma McKinnon (School Principal) on 10 March, 2020 at 12:36 PM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 18 March, 2020 at 10:20 AM
Endorsed by Ben Goetjens (School Council President) on 18 March, 2020 at 02:05 PM

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving
	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
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	After the completion of our Review in 2019 we have a clear direction about our next steps and actions to take. Our Review provided our school with an accurate representation of our current reality and key areas of success and key areas for improvement. Upon completing the PRSE and the FISO continua we reflected upon the work we had completed and were able to see much growth over the Review period. The pride we have in our school, community and our students is evident through a strong culture of collective efficacy. We live and breath our school vision: 'students own their learning and our teachers use their pedagogical knowledge to personalise learning. We value community, relationship and reflection.' We determined that our values needed to be more visible and evident to the school community: Our core values are Respect, Equality, Inclusion and Excellence.

Considerations for 2020	The School Review Panel recommends the following key directions for the next School Strategic Plan: • Literacy and Numeracy learning growth, particularly improving Reading • student voice, learner agency and leadership • student social, emotional, physical health and wellbeing • whole school health and wellbeing framework • student and staff collaboration • home and school partnership • local and global opportunities to apply learning.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve learning growth for each student in English and Mathematics, with a particular focus upon Reading.
Target 1.1	By 2023 Increase the proportion of students (matched cohort, school) meeting benchmark growth or above in NAPLAN assessments for: • Reading from 69 per cent to 75 per cent • Writing from 69 per cent to 75 per cent • Numeracy from 81 per cent to at least 85 per cent.
Target 1.2	By the end of 2023, increase the match rate between teacher judgements as assessed against the Victorian Curriculum in English Language Modes and Mathematics strands and NAPLAN Year 3 & Year 5 Reading and Number to 70%
Target 1.3	By 2023, triangulated school-based assessment data will demonstrate improved student literacy and numeracy outcomes above 2020 benchmarks
Key Improvement Strategy 1.a Building practice excellence	Embed a consistently applied instructional model across the school
Key Improvement Strategy 1.b	Build staff capability to challenge students at their point of leaning need

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 1.c Evaluating impact on learning	Embed a culture of student and staff feedback
Goal 2	To improve student voice, learner agency and leadership.
Target 2.1	By 2023 the proportion of Years 4–6 students' positive endorsement of the Attitudes to School Survey factor Student voice and agency will be at or above 90 per cent, averaged over four years (84% in 2019).
Target 2.2	By 2023, School-based F–Year 6 student-staff surveys, and student led surveys will demonstrate improved engagement in learning, to be above 2020 benchmarks.
Target 2.3	By 2023 the Staff Opinion survey will improve Trust in students and parents from 71% to 85%
Key Improvement Strategy 2.a Empowering students and building school pride	Enhance opportunities for student leadership development across the school
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build student and staff capacity to co-develop learning goals, success criteria, and to monitor learning growth, report upon achievements and identify next steps
Key Improvement Strategy 2.c Global citizenship	Identify local community and global opportunities for students to scope and engage in project and authentic learning challenges

Goal 3	To improve the social, emotional, physical health and wellbeing of students.
Target 3.1	By 2023 reduce the gender differential in the Years 4–6 Attitudes to School Survey for the Domains of • Managing bullying to comparable levels of at or above 90 per cent (89% in 2019) • Experiencing bullying to comparable levels of at or below 10 per cent (19% in 2019).
Target 3.2	School-based surveys/ focus groups will show progressive increases over 2020 benchmarks for identified factors such as growth mindset, positive attitudes, psychological and physical wellbeing of students.
Target 3.3	By 2023, reduce the average days accountable absence for F–Year 2 students from 17.9 (2018) to 14.5 days.
Key Improvement Strategy 3.a Health and wellbeing	Embed explicit development of social emotional learning capabilities across the curriculum.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Implement a whole school health and wellbeing framework inclusive of existing approaches (such as Respectful Relationships), and strengthened positive behaviours (such as the School Wide Positive Behaviour Support).
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Collaborate with parents/carers to implement a shared approach in support of student inclusion, engagement and wellbeing.

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.
To improve learning growth for each student in English and Mathematics, with a particular focus upon Reading.	Yes	By 2023 Increase the proportion of students (matched cohort, school) meeting benchmark growth or above in NAPLAN assessments for: • Reading from 69 per cent to 75 per cent • Writing from 69 per cent to 75 per cent • Numeracy from 81 per cent to at least 85 per cent.	Increase the proportion of students (matched cohort, school) meeting benchmark growth or above in NAPLAN assessments for Reading from 69 per cent.
		By the end of 2023, increase the match rate between teacher judgements as assessed against the Victorian Curriculum in English Language Modes and Mathematics strands and NAPLAN Year 3 & Year 5 Reading and Number to 70%	Increase the proportion of students achieving above expected level and decrease the proportion of students achieving below expected level, as assessed against the Victorian Curriculum (English Domains & Mathematics strands). Increase the percentage endorsement on the School Staff Survey for Collective efficacy to at or above 75% (73% 2018) and Academic emphasis to at or above 75% (71% 2018)

		By 2023, triangulated school-based assessment data will demonstrate improved student literacy and numeracy outcomes above 2020 benchmarks	Triangulated school-based assessment data will demonstrate improved student literacy and numeracy outcomes.
To improve student voice, learner agency and leadership.	Yes	By 2023 the proportion of Years 4–6 students' positive endorsement of the Attitudes to School Survey factor Student voice and agency will be at or above 90 per cent, averaged over four years (84% in 2019).	Increase the proportion of students in Years 4-6 that have a positive endorsement of the Attitudes to school survey in relation to student voice and agency
		By 2023, School-based F–Year 6 student-staff surveys, and student led surveys will demonstrate improved engagement in learning, to be above 2020 benchmarks.	Construct student and staff surveys that will provide feedback to improve student engagement within the classroom
		By 2023 the Staff Opinion survey will improve Trust in students and parents from 71% to 85%	Increase the positive endorsement of Trust in students and parents from 71% on the Staff Opinion Survey
To improve the social, emotional, physical health and wellbeing of students.	Yes	By 2023 reduce the gender differential in the Years 4–6 Attitudes to School Survey for the Domains of • Managing bullying to comparable levels of at or above 90 per cent (89% in 2019) • Experiencing bullying to comparable levels of at or below 10 per cent (19% in 2019).	Increase the proportion students in years 4-6 that have a positive endorsement of their experience of bullying

		School-based surveys/ focus groups will show progressive increases over 2020 benchmarks for identified factors such as growth mindset, positive attitudes, psychological and physical wellbeing of students.	Increase the proportion of staff with a positive endorsement of parent and community involvement
		By 2023, reduce the average days accountable absence for F– Year 2 students from 17.9 (2018) to 14.5 days.	Foundation, Year 1 and Year 2 attendance data trending towards state

Goal 1	To improve learning growth for each student in English and Mathematics, with a particular focus upon Reading.	
12 Month Target 1.1	Increase the proportion of students (matched cohort, school) meeting benchmark growth or above in NAPLAN assessments for Reading from 69 per cent.	
12 Month Target 1.2	Increase the proportion of students achieving above expected level and decrease the proportion of students achieving below expected level, as assessed against the Victorian Curriculum (English Domains & Mathematics strands). Increase the percentage endorsement on the School Staff Survey for Collective efficacy to at or above 75% (73% 2018) and Academic emphasis to at or above 75% (71% 2018)	
12 Month Target 1.3	Triangulated school-based assessment data will demonstrate improved student literacy and numeracy outcomes.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Embed a consistently applied instructional model across the school	Yes
KIS 2	Build staff capability to challenge students at their point of leaning need	No

Evidence-based high-impact teaching strategies		
KIS 3 Evaluating impact on learning	Embed a culture of student and staff 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.	Our School Review in 2019 noted that there was scope for improvement in the further developing the consistency of the Instructional Model across the school. An analysis of the school's 2019 NAPLAN data identified a high proportion of students achieving in the bottom two bands in Year 5 Reading and Numeracy. The School Performance Report had an overall result of transform in Reading, reflected in the three measures. The proportion of students achieving below benchmark growth and achieving above benchmark growth in Reading both showed an increased trend over the review period. In Numeracy the proportion of students achieving above benchmark growth increased, whilst the proportion achieving below benchmark growth also increased. The school believes, that by building the instructional practice of every teacher (through professional learning, coaching, mentoring, peer observation and feedback) will embed the use of high impact teaching strategies for consistent application of the Instructional Model/ pedagogical model.	
Goal 2	To improve student voice, learner agency and leadership.	
12 Month Target 2.1	Increase the proportion of students in Years 4-6 that have a positive endorsement of the Attitudes to school survey in relation to student voice and agency	
12 Month Target 2.2	Construct student and staff surveys that will provide feedback to improve student engagement within the classroom	
12 Month Target 2.3	Increase the positive endorsement of Trust in students and parents from 71% on the Staff Opinion Survey	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Enhance opportunities for student leadership development across the school	Yes
KIS 2	Build student and staff capacity to co-develop learning goals, success criteria, and to monitor learning growth, report upon achievements and identify next steps	No

Intellectual engagement and self-awareness		
KIS 3 Global citizenship	Identify local community and global opportunities for students to scope and engage in project and authentic learning challenges	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.	Panel observations and staff feedback identified an inconsistent approach to developing and monitoring learning goals and success criteria. Focus group discussions raised student's reliance upon teacher feedback to determine their next steps in learning. The Panel concluded that students were passive in directing their own learning. The school hypothesized that by fully enacting their motto of 'Together we can for every child, every day in every classroom', would underpin improvement in student voice and agency The 2019 Attitudes to School Survey factor of Student voice and agency of 84 per cent positive endorsement had improved compared to 69 per cent (2018) and 61 per cent (2017). However, was lower than other factors in the Social Engagement domain. The Panel concluded that strengthening student voice, agency and leadership in their learning was an important focus for the next School Strategic Plan,	
Goal 3	To improve the social, emotional, physical health and wellbeing of students.	
12 Month Target 3.1	Increase the proportion students in years 4-6 that have a positive endorsement of their experience of bullying	
12 Month Target 3.2	Increase the proportion of staff with a positive endorsement of parent and community involvement	
12 Month Target 3.3	Foundation, Year 1 and Year 2 attendance data trending towards state	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Embed explicit development of social emotional learning capabilities across the curriculum.	No
KIS 2	Implement a whole school health and wellbeing framework inclusive of existing approaches (such as Respectful Relationships), and strengthened positive behaviours (such as the School Wide Positive Behaviour Support).	Yes

Setting expectations and promoting inclusion		
KIS 3 Setting expectations and promoting inclusion	Collaborate with parents/carers to implement a shared approach in support of student inclusion, engagement and wellbeing.	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.	Research indicated that metacognition and self-management approaches have high levels of impact on student achievement and wellbeing, enhancing students' resilience through building social and emotional skills. The 2019 Attitudes to School Survey reflected gender differences for the Domains: • Managing bullying with Year 4 females' higher positive endorsement than male students • Experiencing bullying with Year 4 males' greater endorsement than female students. The Panel acknowledged school contextual factors of an increasing trend of the Student Family Occupation and Education Index to 0.64 in 2019, the high level of transience throughout a calendar year and sizeable cohorts of students with disabilities and vulnerable students (out of home care). The Panel concluded that enhancing student social and emotional learning aligned with a focus upon student health and wellbeing was an important focus for the next School Strategic Plan.	

Define Actions, Outcomes and Activities

Goal 1	To improve learning growth for each student in English and Mathematics, with a particular focus upon Reading.
12 Month Target 1.1	Increase the proportion of students (matched cohort, school) meeting benchmark growth or above in NAPLAN assessments for Reading from 69 per cent.
12 Month Target 1.2	Increase the proportion of students achieving above expected level and decrease the proportion of students achieving below expected level, as assessed against the Victorian Curriculum (English Domains & Mathematics strands). Increase the percentage endorsement on the School Staff Survey for Collective efficacy to at or above 75% (73% 2018) and Academic emphasis to at or above 75% (71% 2018)
12 Month Target 1.3	Triangulated school-based assessment data will demonstrate improved student literacy and numeracy outcomes.
KIS 1 Building practice excellence	Embed a consistently applied instructional model across the school
Actions	1. Review and build upon our school-based professional learning program to support the schools identified improvement strategies in Reading. 2. Develop teacher knowledge and capacity to select and integrate HITS into the school's Literacy and Numeracy practices and pedagogical model. 3. Build and embed a culture of Instructional Coaching between leaders, teachers and students.
Outcomes	• Increased teacher effectiveness and consistency of effective practice in Reading & Number • Increased teacher understanding of the RGPS teaching and learning model in Reading & Number using the FISO Improvement Cycle • Documented Intervention & Extension Approach in Reading & Number • PLT leaders are able to provide professional challenge within an improvement cycle with teams to reflect on and extend current practice • PLTs discuss strategies of teaching and learning, know where to find relevant resources and how to observe these strategies in practice • Teachers regularly collaborate, observe and model effective practice and seek feedback on teaching from colleagues and include input from students • Professional learning is collaborative, inquiry focused, embedded in teaching practice and aligned with priority areas for

	school improvement and teachers' individual learning needs
Success Indicators	Data: - Teacher judgement data increasingly matched to NAPLAN and school wide triangulated data (spreadsheets) - Increased student learning gain in Reading & Number (NAPLAN) - Improved student outcomes as measured by the whole school agreed assessment schedule in English & Mathematics - Improvements in the School Staff Survey in Collective Efficacy, Academic Emphasis and Teacher Collaboration Evidence: - PLC Meeting Minutes and Agendas - PLC Data Schedules and PLC Improvement Cycle Discussions - PLC Maturity Matrix indicating improvements in self assessment from beginning to end of year - Teacher reflections on practice through the AITSL continuum and HITS continuums - Shared teacher planning documents - Professional Learning Schedule linked to FISO Improvement Cycle - Teacher feedback on Professional Learning - Teacher reflections as an outcome of Professional Learning - Learning walks,Coaching,Mentoring,Peer observations notes/reflections

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review and embed a Coaching culture and feedback on practice though an agreed Professional Learning model.	☑ Leadership Team ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$49,537.00 ☑ Equity funding will be used
Build upon the Instructional Model to refine and clarify understanding of non-negotiable Reading, Fluency & Number practices	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$49,534.00 ☑ Equity funding will be used

Develop a whole school professional learning guide linked to the FISO Improvement Cycle	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Timetable regular release from classroom duties for Learning Specialists to implement the FISO improvement cycle.	☑ Leadership Team ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$49,534.00 ☑ Equity funding will be used
Staff professional learning (F-4) in the OG-MSL approach	☑ Leading Teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$120,787.00 ☑ Equity funding will be used
Scheduled sessions throughout the year for PLT leaders to mentor graduate teachers	☑ Leadership Team ☑ PLT Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Develop and document consistent display and structure for curriculum and personalised learning goals	☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$49,534.00 ☑ Equity funding will be used
PLTs to complete Improvement Cycles in English and Mathematics	☑ PLT Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Embed consistent use of whole school approach in Extension using the Instructional Model in Reading and Mathematics.	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$169,995.00 ☑ Equity funding will be used
Embed consistent use of whole school multi tiered approach in Intervention using the Instructional Model in Reading and Mathematics.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$205,995.00 ☑ Equity funding will be used

Goal 2	To improve student voice, learner agency and leadership.
12 Month Target 2.1	Increase the proportion of students in Years 4-6 that have a positive endorsement of the Attitudes to school survey in relation to student voice and agency
12 Month Target 2.2	Construct student and staff surveys that will provide feedback to improve student engagement within the classroom
12 Month Target 2.3	Increase the positive endorsement of Trust in students and parents from 71% on the Staff Opinion Survey
KIS 1 Empowering students and building school pride	Enhance opportunities for student leadership development across the school
Actions	1. Review attitudes to school survey data with staff and students in relation to student voice and agency 2. Develop teacher knowledge and capacity in student engagement within the classroom 3. Review FISO continua of practice with student leadership to build their knowledge and capacity
Outcomes	• Increased student voice and agency within the classroom • Students have increased opportunities for voice and agency within the classroom • Teachers use student feedback to improve their teaching • Students regularly provide feedback in relation to a range of school initiatives • Student leadership have a clear understanding of the FISO continua of practice • Student leadership have provided other students with opportunities to have an impact of the FISO continua of practice in relation to voice, agency

	and leadership.
Success Indicators	Data: - AToSS data in relation to voice and agency will have increased - Improved Trust in students and parents by staff - Data sets from Pivot will be used to increase teacher capacity in relation to student voice and agency Evidence: - PLC Meeting Minutes and Agendas - Student Leadership meeting minutes and PL Schedule -Teachers have formalised reflections in relation to PIVOT using AITSL continuum and HITS continuums - Professional Learning Schedule linked to FISO Improvement Cycle - Teacher feedback on Pivot - Teacher reflections as an outcome of Professional Learning - Peer Observation notes/reflections

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Embed Pivot survey, attitude to school survey	☑ Assistant Principal ☑ Student Leadership Coordinator ☑ Student Wellbeing Co-ordinator ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$38,794.00 ☑ Equity funding will be used
Develop student surveys facilitated by student leadership	☑ Student Leadership Coordinator ☑ Student(s)	☐ PLP Priority	from: Term 2 to: Term 4	$10,300.00

					☑ Equity funding will be used
Timetable student leadership in order to improve their collaboration	☑ Student Leadership Coordinator ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,300.00 ☑ Equity funding will be used	
Student professional learning in GRIP and VicSRC	☑ Student Leadership Coordinator ☑ Student(s)	☑ PLP Priority	from: Term 1 to: Term 4	$11,500.00 ☑ Equity funding will be used	
Student leadership use the FISO continua of practice to guide their approach	☑ Student Leadership Coordinator ☑ Student(s)	☐ PLP Priority	from: Term 2 to: Term 4	$10,300.00 ☑ Equity funding will be used	

Goal 3	To improve the social, emotional, physical health and wellbeing of students.
12 Month Target 3.1	Increase the proportion students in years 4-6 that have a positive endorsement of their experience of bullying
12 Month Target 3.2	Increase the proportion of staff with a positive endorsement of parent and community involvement
12 Month Target 3.3	Foundation, Year 1 and Year 2 attendance data trending towards state
KIS 1 Setting expectations and promoting inclusion	Implement a whole school health and wellbeing framework inclusive of existing approaches (such as Respectful Relationships), and strengthened positive behaviours (such as the School Wide Positive Behaviour Support).
Actions	1. Resilience Project to be offered in all classrooms/Resilience Rights and Respectful Relationships to be offered as a specialist wellbeing subject

	2. Develop student, family and teacher knowledge and concern around attendance 3. Explore School Wide Behavior Model
Outcomes	• Increased teacher effectiveness and consistency of practice in SEL • Enhanced teacher understanding of SEL • Enhanced student/community understanding of the importance of everyday attendance • Professional learning is collaborative, inquiry focused, embedded in teaching practice and aligned with priority areas for school improvement and teachers' individual learning needs • Increased clarity of school wide behavior models to inform implementation
Success Indicators	Data: - AToSS in relation to bullying has improved -Increase the proportion of staff with a positive endorsement of parent and community involvement -Attendance Data - Improved F-2 attendance Data, , Maintain Years 3-6 Data Evidence: - Attendance Meeting Minutes -Student Leadership meeting minutes and PL Schedule -

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff professional learning around SEL, led by a staff member	☑ All Staff ☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$73,872.00 ☑ Equity funding will be used
Attendance Officer to have a keen focus on Foundation -2 in collaboration with teaching staff, Leadership Team and parents	☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$66,090.00 ☑ Equity funding will be used

	☑ Teacher(s)			
Attendance rewards and events developed and run by student leadership in collbaoration with Attendance Officer, Wellbeing Leader and Assistant Principal Wellbeing and Engaement	☑ Leadership Team ☑ Student Leadership Coordinator ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Wellbeing Team to explore network and wider schools re Behaviour Models	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$916,072.00	$1,211,013.80
Additional Equity funding	0.00	0.00
Grand Total	$916,072.00	$1,211,013.80

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Review and embed a Coaching culture and feedback on practice though an agreed Professional Learning model.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$49,537.00	$89,897.00
Build upon the Instructional Model to refine and clarify understanding of non-negotiable Reading, Fluency & Number practices	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$49,534.00	$163,809.00
Timetable regular release from classroom duties for Learning Specialists to implement the FISO improvement cycle.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$49,534.00	$49,534.00

Staff professional learning (F-4) in the OG-MSL approach	from: Term 1 to: Term 1	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$120,787.00	$174,087.00
Develop and document consistent display and structure for curriculum and personalised learning goals	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$49,534.00	$49,534.00
Embed consistent use of whole school approach in Extension using the Instructional Model in Reading and Mathematics.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$169,995.00	$199,995.00
Embed consistent use of whole school multi tiered approach in Intervention using the Instructional Model in Reading and Mathematics.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$205,995.00	$235,995.00
Embed Pivot survey, attitude to school survey	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Support services	$38,794.00	$38,794.80
Develop student surveys facilitated by student leadership	from: Term 2 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$10,300.00	$10,300.00
Timetable student leadership in order to improve their collaboration	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Other	$10,300.00	$11,800.00

		Play leaders		
Student professional learning in GRIP and VicSRC	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$11,500.00	$11,500.00
Student leadership use the FISO continua of practice to guide their approach	from: Term 2 to: Term 4	☑ Teaching and learning programs and resources	$10,300.00	$10,300.00
Staff professional learning around SEL, led by a staff member	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$73,872.00	$99,378.00
Attendance Officer to have a keen focus on Foundation -2 in collaboration with teaching staff, Leadership Team and parents	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$66,090.00	$66,090.00
Totals			$916,072.00	$1,211,013.80

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Leased equipment -ipads,laptops and whiteboards for student learning	from: Term 1 to: Term 4	☑ Assets	$191,908.00	$191,908.00
Graduation	from: Term 4	☑ Teaching and learning programs and resources ☑ Other		$4,000.00

	to: Term 4	Transition to Secondary school		
Gardening program	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources		$5,000.00
Inter school sports and camp subsidy	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources		$7,658.00
Inclusion In- school visit and excursion subsidy	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources		$22,000.00
Breakfast club	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources		$3,500.00
Totals				

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a whole school professional learning guide linked to the FISO Improvement Cycle	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Leadership partners ☑ Internal staff ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
PLTs to complete Improvement Cycles in English and Mathematics	☑ PLT Leaders	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Embed Pivot survey, attitude to school survey	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ Internal staff ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site

	☑ Student Leadership Coordinator ☑ Student Wellbeing Co-ordinator ☑ Teacher(s)		☑ Student voice, including input and feedback		☑ High Impact Teaching Strategies (HITS)	
Student professional learning in GRIP and VicSRC	☑ Student Leadership Coordinator ☑ Student(s)	from: Term 1 to: Term 4	☑ Planning ☑ Student voice, including input and feedback	☑ Regional Leadership Conferences	☑ External consultants GRIP VICSRC	☑ Off-site Excursion to GRIP
Staff professional learning around SEL, led by a staff member	☑ All Staff ☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Demonstration lessons	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Internal staff ☑ Subject association	☑ On-site
Wellbeing Team to explore network and wider schools re Behaviour Models	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Communities of Practice	☑ Internal staff	☑ Off-site visits to other schools with models in place