

# 2021 Annual Implementation Plan

## for improving student outcomes

River Gum Primary School (5130)



*'Respect. Equality.  
Inclusion & Excellence'*



Submitted for review by Roma McKinnon (School Principal) on 26 November, 2020 at 12:10 PM  
Endorsed by Anne Martin (Senior Education Improvement Leader) on 11 January, 2021 at 04:04 PM  
Endorsed by Ben Goetjens (School Council President) on 21 January, 2021 at 12:22 PM

## Self-evaluation Summary - 2021

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
<b>Professional leadership</b>	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	Evolving
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

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

<b>Enter your reflective comments</b>	<p>In 2020 due to Covid-19, we have been unable to use many regular data sets that we would ordinarily have access to at this time to help us reflect on the continua. NAPLAN, Staff Opinion Survey, Parent Opinion and Student Attitudes to School have not been completed at this stage. Teacher judgements have been completed from minimal face to face instruction time. There is lots to celebrate from 2020, as we have successfully worked together flexibly to adapt to ever changing needs and expectations as they have arisen. We have found many aspects of 2020 and the different ways of working together that we would like to keep moving forwards into 2021.</p> <p>In Achievement, despite the disruptions we have been presented in 2020 we have been able to adapt our work to meet the needs within student learning. We have clarity around our focus and purpose for 2021, and the next steps we need to take. We adapted our Instructional Model to suit Remote Learning and outlined how staff would deliver this model to students through the consistent use of Google Slides, shared through See Saw and Microsoft Teams, and aligned to the Instructional Model parts. A highlight for us has been our recognition to be nominated as a finalist in the VEEA awards for our High Ability practice program. Also our partnership with Monash University and the MITY program, and working with ARDOCH to implement an online Reading tutor program.</p>
---------------------------------------	--

	<p>Despite the disruptions that occurred in 2020, Wellbeing and Engagement have been able to adapt and prioritise student wellbeing. Our commitment to Social and Emotional Learning remained, with a keen focus in Term 4 as we transitioned back onsite. We were able to mobilise our Breakfast Club to meet the needs of our families, distributing food hampers. We offered weekly engagement competitions and a weekly wellbeing day where teachers checked in with our families. A massive highlight was our Wellbeing on wheels. Our students demonstrated resilience, empathy and gratitude.</p>
<p><b>Considerations for 2021</b></p>	<p>In planning for 2021, our focus will be upon the Departments three priorities of:</p> <ol style="list-style-type: none"> <li>1. Learning catch up and extension</li> <li>2. Happy, active and healthy kids</li> <li>3. Connected Schools</li> </ol> <p>The Achievement Team will have a focus on Intervention and Extension and ensuring we are able to accurately identify and support students needs. We will also maintain and further develop our current PLC structure to focus on the development of weekly PEERS goals to strengthen teacher practice, collaboration and reflection linked to the Instructional Model and through the use of High Impact Teaching Strategies (feedback, questioning and differentiation.) We will also focus on continuing to prioritise a personalised research based professional learning linked to PEERS goals in PLCs aligned to priority curriculum areas of Reading &amp; Mathematics and whole school approaches.</p> <p>The Engagement &amp; Wellbeing Team will have a focus of making the transition to post covid school as seamless as possible by ensuring that we are able to support students and provide them with strategies to look after their own wellbeing, establishing a whole school approach to SEL. All students will have the opportunity to re-engage in forms of the arts, such as dance, music and visual arts.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To improve learning growth for each student in English and Mathematics, with a particular focus upon Reading.
<b>Target 2.1</b>	<p>By 2023 Increase the proportion of students (matched cohort, school) meeting benchmark growth or above in NAPLAN assessments for:</p> <ul style="list-style-type: none"> <li>• Reading from 69 per cent to 75 per cent</li> <li>• Writing from 69 per cent to 75 per cent</li> <li>• Numeracy from 81 per cent to at least 85 per cent.</li> </ul>
<b>Target 2.2</b>	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%

<b>Target 2.3</b>	By 2023, triangulated school-based assessment data will demonstrate improved student literacy and numeracy outcomes above 2020 benchmarks
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Embed a consistently applied instructional model across the school
<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies	Build staff capability to challenge students at their point of leaning need
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Embed a culture of student and staff feedback
<b>Goal 3</b>	To improve student voice, learner agency and leadership.
<b>Target 3.1</b>	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).
<b>Target 3.2</b>	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.
<b>Target 3.3</b>	

	By 2023 the Staff Opinion survey will improve Trust in students and parents from 71% to 85%
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Enhance opportunities for student leadership development across the school
<b>Key Improvement Strategy 3.b</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
<b>Key Improvement Strategy 3.c</b> Global citizenship	Identify local community and global opportunities for students to scope and engage in project and authentic learning challenges
<b>Goal 4</b>	To improve the social, emotional, physical health and wellbeing of students.
<b>Target 4.1</b>	By 2023 reduce the gender differential in the Years 4–6 Attitudes to School Survey for the Domains of <ul style="list-style-type: none"> <li>• Managing bullying to comparable levels of at or above 90 per cent (89% in 2019)</li> <li>• Experiencing bullying to comparable levels of at or below 10 per cent (19% in 2019).</li> </ul>
<b>Target 4.2</b>	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.

<b>Target 4.3</b>	By 2023, reduce the average days accountable absence for F–Year 2 students from 17.9 (2018) to 14.5 days.
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	Embed explicit development of social emotional learning capabilities across the curriculum.
<b>Key Improvement Strategy 4.b</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).
<b>Key Improvement Strategy 4.c</b> 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
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning Catch Up &amp; Extension</p> <ol style="list-style-type: none"> <li>1. 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 &amp; Mathematics strands).</li> <li>2. 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)</li> <li>3. Triangulated school-based assessment data will demonstrate improved student literacy and numeracy outcomes.</li> </ol> <p>Happy, Active &amp; Healthy Kids</p> <ol style="list-style-type: none"> <li>1. Increase the proportion students in years 4-6 that have a positive endorsement of their experience of bullying</li> <li>2. Increase the proportion of staff with a positive endorsement of parent and</li> </ol>

			<p>community involvement</p> <p>3. Foundation, Year 1 and Year 2 attendance data trending towards state</p> <p>Connected Schools Priority</p> <p>1. One to one iPads for all students and staff</p> <p>2. Increase our connections with parents and the community via Facebook, Seesaw and the Newsletter.</p>
To improve learning growth for each student in English and Mathematics, with a particular focus upon Reading.	No	<p>By 2023 Increase the proportion of students (matched cohort, school) meeting benchmark growth or above in NAPLAN assessments for:</p> <ul style="list-style-type: none"> <li>• Reading from 69 per cent to 75 per cent</li> <li>• Writing from 69 per cent to 75 per cent</li> <li>• Numeracy from 81 per cent to at least 85 per cent.</li> </ul>	
		<p>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 &amp; Year 5 Reading and Number to 70%</p>	

		By 2023, triangulated school-based assessment data will demonstrate improved student literacy and numeracy outcomes above 2020 benchmarks	
To improve student voice, learner agency and leadership.	No	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).	
		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.	
		By 2023 the Staff Opinion survey will improve Trust in students and parents from 71% to 85%	
To improve the social, emotional, physical health and wellbeing of students.	No	By 2023 reduce the gender differential in the Years 4–6 Attitudes to School Survey for the Domains of	

		<ul style="list-style-type: none"> <li>• Managing bullying to comparable levels of at or above 90 per cent (89% in 2019)</li> <li>• Experiencing bullying to comparable levels of at or below 10 per cent (19% in 2019).</li> </ul>	
		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.	
		By 2023, reduce the average days accountable absence for F–Year 2 students from 17.9 (2018) to 14.5 days.	

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Learning Catch Up &amp; Extension</p> <ol style="list-style-type: none"> <li>1. 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 &amp; Mathematics strands).</li> <li>2. 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)</li> <li>3. Triangulated school-based assessment data will demonstrate improved student literacy and numeracy outcomes.</li> </ol> <p>Happy, Active &amp; Healthy Kids</p>

	<p>1. Increase the proportion students in years 4-6 that have a positive endorsement of their experience of bullying</p> <p>2. Increase the proportion of staff with a positive endorsement of parent and community involvement</p> <p>3. Foundation, Year 1 and Year 2 attendance data trending towards state</p> <p>Connected Schools Priority</p> <p>1. One to one iPads for all students and staff</p> <p>2. Increase our connections with parents and the community via Facebook, Seesaw and the Newsletter.</p>
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority Yes
<b>KIS 3</b> Building communities	Connected schools priority Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Learning Catch Up &amp; Extension</p> <ol style="list-style-type: none"> <li>1. 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 &amp; Mathematics strands).</li> <li>2. 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)</li> <li>3. Triangulated school-based assessment data will demonstrate improved student literacy and numeracy outcomes.</li> </ol> <p>Happy, Active &amp; Healthy Kids</p> <ol style="list-style-type: none"> <li>1. Increase the proportion students in years 4-6 that have a positive endorsement of their experience of bullying</li> <li>2. Increase the proportion of staff with a positive endorsement of parent and community involvement</li> <li>3. Foundation, Year 1 and Year 2 attendance data trending towards state</li> </ol> <p>Connected Schools Priority</p> <ol style="list-style-type: none"> <li>1. One to one iPads for all students and staff</li> <li>2. Increase our connections with parents and the community via Facebook, Seesaw and the Newsletter.</li> </ol>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	1. Maintain and further develop our current PLC structure to focus on the development of weekly PEERS goals to strengthen teacher practice, collaboration and reflection linked to the Instructional Model and through the use of High Impact Teaching Strategies (feedback, questioning and differentiation).

	<p>2. Plan for personalised research based professional learning linked to PEERS goals in PLCs aligned to priority curriculum areas of Reading &amp; Mathematics and whole school approaches.</p> <p>3. Develop whole school data literacy to accurately inform and identify student needs for additional support or extension through the implementation of DET tutoring program using Pre Service Teachers through a MITY Monash partnership and Educational Support Staff.</p>
<p><b>Outcomes</b></p>	<ul style="list-style-type: none"> <li>- Teachers will confidently and accurately identify student learning needs of their students</li> <li>- PLCs will meet to engage in reflective practice, evaluate and plan curriculum, and assessments using the FISO Improvement cycle and Peers Goals</li> <li>- Teachers will use HITS: feedback, questioning &amp; differentiation to plan lessons and units</li> <li>- Teachers will consistently and explicitly implement the school's instructional model</li> <li>- Teachers and support staff will have a consistent understanding of core-curriculum priority areas and teaching strategies</li> <li>- Students will know how lessons are structured and how this supports their learning</li> <li>- Teachers will consistently implement the agreed assessment schedule</li> <li>- Teacher will provide regular feedback and monitor student progress using Pees Goals and reflection on micro and macro data</li> <li>- Students will experience success and celebrate the acquisition of knowledge</li> <li>- Teachers will provide students with the opportunity to work at their level using differentiated resources and reflected in IEPs</li> <li>- Students in need of targeted academic support or intervention will be identified and supported</li> <li>- Nominated or relevant teachers and leaders will establish intervention/small group tutoring</li> <li>- Students and teachers will have more time to work on content at the students point of need</li> <li>- Students will know what their next steps are to progress their learning</li> </ul>
<p><b>Success Indicators</b></p>	<ul style="list-style-type: none"> <li>- Teachers' formative assessment data and teacher judgement data of student progress</li> <li>- Classroom observations, coaching discussions and learning walks demonstrating take up of professional learning strategies</li> <li>- Student feedback on differentiation, the instructional model, and use of common strategies</li> <li>- Documentation and data from formative assessments</li> <li>- A documented assessment schedule and evidence of teachers inputting data and moderating assessments</li> <li>- Data walls indicating clearly student progress</li> <li>- Differentiated curriculum documents and evidence of student learning at different levels</li> <li>- Data used to identify students for tailored supports</li> <li>- Differentiated resources used in tailored supports</li> <li>- Assessment data and student surveys from intervention groups</li> <li>- Appointment/staffing of programs/Intervention and Extension Timetables</li> </ul>

	<ul style="list-style-type: none"> <li>- Progress against Individual Education Plans</li> <li>- Self assessments against FISO continua, PLC Maturity Matrix, HITS continuum and Practice Principles reflective tool</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Schedule and organise professional learning in key priority curriculum areas on formative assessment and collecting, analysing, responding to and monitoring data throughout the year:</p> <p>Glen Pearsall: Formative Assessment Curriculum Day: ES whole school Maths &amp; Reading Approaches BASTOW: leading literacy Orton Gillingham Training x6 staff Impact Cycle Coaching</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$46,766.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
Document plans for coaching/mentoring/observation	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	<p>\$46,762.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
Maintain and monitor whole school data spread sheet for collecting and monitoring school-wide data in English & Mathematics	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$46,762.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
Implement and document micro goals for Intervention support tutoring program in English & Mathematics	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$46,762.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>



Participate in the development of a whole school Instructional Playbook through meta analysis and coaching	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$46,762.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish processes and documentation for regular moderation of assessment	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$46,762.00  <input checked="" type="checkbox"/> Equity funding will be used
Review the timetable and curriculum documentation to ensure curriculum essentials are prioritised	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$46,762.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop an agreed assessment schedule, Mathematics scope and sequence, Literacy Units of Study and Fluency (OG) scope & sequence in collaboration with staff	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$46,762.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish resourcing and documentation for intervention & extension tutoring programs using pre service teachers and educational support staff	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$46,762.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish criteria for identifying students requiring individual and tailored support and related Individual Education Plans for	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$46,762.00

identified students,	<input checked="" type="checkbox"/> Leading Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Engage with parents/carers to ensure appropriate supports	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$46,762.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student level.</li> <li>2. Ensure all students can re-engage in all forms of the arts, including music, dance, drama and visual arts.</li> <li>3. Develop a host of after school activities and events to keep our students and families engaged in active partnerships with the school.</li> </ol>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Teachers, leaders and the school community will share a common understanding of the whole school approach.</li> <li>- All teachers will use consistent support plans F-6.</li> <li>- Leaders will strengthen engagement with regional and external support services.</li> <li>- Students will experience more success in classes.</li> <li>- At risk students will be identified and receive targeted support in a timely manner.</li> <li>- Students and families will be connected to Allied and Mental health services.</li> <li>- Students will feel supported and engaged in classrooms and contribute to a strong classroom culture.</li> <li>- Students will have strong relationships with peers.</li> <li>- Teachers and leaders will integrate SEL into school practice, policies and programs.</li> <li>- Students and families will feel supported and engaged via various specialist subjects, camps and after school programs.</li> <li>- Students with acute needs will receive individualised support with regular monitoring and student support group meetings with parents</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Observations of changes to classroom practices.</li> <li>- Documentation of policies and programs</li> <li>- Curriculum documentation reflecting social and emotional learning.</li> <li>- Students engagement in wellbeing programs (feedback, participation, observations).</li> <li>- Teacher reports of wellbeing concerns.</li> <li>- Staffing of programs.</li> </ul>			

- Documentation of strategies students will classes and at school.
- Documentation of resources for wellbeing programs.
- Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop curriculum units collaboratively with Wellbeing team members. Teachers guide for SEL and wellbeing to be produced each term.	<input checked="" type="checkbox"/> Assistant 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	\$50,432.00  <input checked="" type="checkbox"/> Equity funding will be used
Lead school for Respectful Relationships building relationships with our partner schools by attending and leading cluster network meetings.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,432.00  <input checked="" type="checkbox"/> Equity funding will be used
Coordinate Ardoch, Smith Family, ACE foundation and other external support services to enhance opportunities for wellbeing and engagement.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,432.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide clarity of roles and responsibility of teachers, education, support staff and middle leaders.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$50,432.00  <input checked="" type="checkbox"/> Equity funding will be used

Develop and provide curriculum resources which reflect wellbeing and social and emotional learning focus.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,432.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish a regular time for the wellbeing team to meet with staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,432.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish after school clubs to enhance healthy minds and bodies.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,432.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish check ins with families of at risk students including Koorie, PSD, OOHC to develop SSG, Attendance and Behaviour support and support plans.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,432.00  <input checked="" type="checkbox"/> Equity funding will be used

<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Strengthen and embed the school-wide approach to communication with parents and incorporating the new ways in which schools connected during remote and flexible learning</li> <li>2. Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices</li> <li>3. Engage with PLCs to foster collaboration among teams to build collective efficacy and build digital learning pedagogy to support student learning.</li> </ol>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Leaders will prioritise time for staff to communicate and build relationships with parents and carers</li> <li>- Teachers will have strong relationships with students and parents and carers</li> <li>- All students will be connected to resources and learning opportunities through 1-1 ipad program</li> <li>- Teachers will be confident in integrating digital learning pedagogy in classroom practices in English &amp; Maths</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Student perception and survey data (PIVOT) to gather student feedback</li> <li>- Observations and learning walks demonstrate use of digital learning in classrooms In English &amp; Maths</li> <li>- Documentation of school digital policies</li> <li>- Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Prioritise collaboration and planning time in PLCs to share effective digital learning and relationship building strategies.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,172.00  <input checked="" type="checkbox"/> Equity funding will be used
PLCS to use Peers goals to incorporate reflection on practice through recording of explicit teaching for feedback from peers.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,172.00  <input checked="" type="checkbox"/> Equity funding will be used

Expand community access to school newsletters, social media, and information sessions by introducing a Facebook page, podcasts and live streamed assemblies.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,172.00  <input checked="" type="checkbox"/> Equity funding will be used
Invite local community members and leaders to school open days, assemblies, concerts and other school events	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,172.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide access to and promote information in appropriate community languages and engage translation services through the RESP audit and community project.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,172.00  <input checked="" type="checkbox"/> Equity funding will be used
Implement Reading Tutor program through ARDOCH partnership.	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,172.00  <input checked="" type="checkbox"/> Equity funding will be used
Implement 1-1 ipad program where students can use device at home to provide access to asynchronous learning through RGPS Virtual Library, See Saw, High Ability Program and school purchased digital subscriptions such as Essential Assessment & Reading Eggs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,172.00  <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	\$954,046.00	\$954,046.00
Additional Equity funding	\$484,856.00	\$484,856.00
<b>Grand Total</b>	<b>\$1,438,902.00</b>	<b>\$1,438,902.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Schedule and organise professional learning in key priority curriculum areas on formative assessment and collecting, analysing, responding to and monitoring data throughout the year:  Glen Pearsall: Formative Assessment Curriculum Day: ES whole school Maths & Reading Approaches BASTOW: leading literacy Orton Gillingham Training x6 staff Impact Cycle Coaching	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$46,766.00	\$46,766.00
Document plans for coaching/mentoring/observation	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$46,762.00	\$46,762.00
Maintain and monitor whole school data spread sheet for collecting and monitoring school-wide data in English & Mathematics	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$46,762.00	\$46,762.00

	to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources		
Implement and document micro goals for Intervention support tutoring program in English & Mathematics	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$46,762.00	\$46,762.00
Participate in the development of a whole school Instructional Playbook through meta analysis and coaching	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$46,762.00	\$46,762.00
Establish processes and documentation for regular moderation of assessment	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$46,762.00	\$46,762.00
Review the timetable and curriculum documentation to ensure curriculum essentials are prioritised	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$46,762.00	\$46,762.00
Develop an agreed assessment schedule, Mathematics scope and sequence, Literacy Units of Study and Fluency (OG) scope & sequence in collaboration with staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$46,762.00	\$46,762.00
Establish resourcing and documentation for intervention & extension tutoring programs using pre service teachers and educational support staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$46,762.00	\$46,762.00
Establish criteria for identifying students requiring individual and tailored support and related Individual Education Plans for identified students,	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$46,762.00	\$46,762.00



Engage with parents/carers to ensure appropriate supports	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$46,762.00	\$46,762.00
Develop curriculum units collaboratively with Wellbeing team members. Teachers guide for SEL and wellbeing to be produced each term.	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 (excluding CRT costs and new FTE)	\$50,432.00	\$50,432.00
Lead school for Respectful Relationships building relationships with our partner schools by attending and leading cluster network meetings.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$50,432.00	\$50,432.00
Coordinate Ardoch, Smith Family, ACE foundation and other external support services to enhance opportunities for wellbeing and engagement.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$50,432.00	\$50,432.00
Provide clarity of roles and responsibility of teachers, education, support staff and middle leaders.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$50,432.00	\$50,432.00
Develop and provide curriculum resources which reflect wellbeing and social and emotional learning focus.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$50,432.00	\$50,432.00
Establish a regular time for the wellbeing team to meet with staff.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$50,432.00	\$50,432.00

Establish after school clubs to enhance healthy minds and bodies.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$50,432.00	\$50,432.00
Establish check ins with families of at risk students including Koorie, PSD, OOHC to develop SSG,Attendance and Behaviour support and support plans.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$50,432.00	\$50,432.00
Prioritise collaboration and planning time in PLCs to share effective digital learning and relationship building strategies.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,172.00	\$5,172.00
PLCS to use Peers goals to incorporate reflection on practice through recording of explicit teaching for feedback from peers.	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 (excluding CRT costs and new FTE)	\$5,172.00	\$5,172.00
Expand community access to school newsletters, social media, and information sessions by introducing a Facebook page, podcasts and live streamed assemblies.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,172.00	\$5,172.00
Invite local community members and leaders to school open days, assemblies, concerts and other school events	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,172.00	\$5,172.00
Provide access to and promote information in appropriate community languages and engage translation services through the RESP audit and community project.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,172.00	\$5,172.00

Implement Reading Tutor program through ARDOCH partnership.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$5,172.00	\$5,172.00
Implement 1-1 ipad program where students can use device at home to provide access to asynchronous learning through RGPS Virtual Library, See Saw, High Ability Program and school purchased digital subscriptions such as Essential Assessment & Reading Eggs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,172.00	\$5,172.00
<b>Totals</b>			\$954,046.00	\$954,046.00

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Happy Healty Active Kids: Interschool Sport, Student Leadership , Garden, SEL, Footsteps, Play Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$109,000.00	\$109,000.00
Leadership Professional Learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$37,000.00	\$37,000.00
Leased Equipment	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$192,267.00	\$192,267.00
Learning Catch up and extension	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$146,589.00	\$146,589.00

	to: Term 4			
<b>Totals</b>			\$484,856.00	\$484,856.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Schedule and organise professional learning in key priority curriculum areas on formative assessment and collecting, analysing, responding to and monitoring data throughout the year:</p> <p>Glen Pearsall: Formative Assessment Curriculum Day: ES whole school Maths &amp; Reading Approaches BASTOW: leading literacy Orton Gillingham Training x6 staff Impact Cycle Coaching</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Bastow program/course</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Develop curriculum units collaboratively with Wellbeing team members. Teachers guide for SEL and wellbeing to be produced each term.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>Prioritise collaboration and planning time in PLCs to share effective digital learning and relationship building strategies.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
---	--	--	---	--	---	---