

# 2019 Annual Implementation Plan

for improving student outcomes

Eltham Primary School (0209)



Submitted for review by Lorraine Kennedy (School Principal) on 07 February, 2019 at 05:12 PM  
Endorsed by Clare Read (Senior Education Improvement Leader) on 11 February, 2019 at 11:04 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2019

	<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	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding
<b>Positive climate for learning</b>	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Evolving
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving
<b>Community engagement in learning</b>	Building communities	Evolving moving towards Embedding
	Global citizenship	Evolving moving towards Embedding
	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>	The school has gone through a significant shift over the past 3 years to focus on student learning, develop a guaranteed and viable curriculum and build a positive culture of contentedness to school. There has been a significant emphasis on professional learning which may have contributed to 80% staff turnover in the last 3 years.	
<b>Considerations for 2020</b>	The school will be undergoing a review in Term 2 2019 which will be a priority focus for the school. Next steps for 2019. Deepen staff understanding of the use of data as an evidenced based practice. Introduce peer observations and an inquiry cycle for PDPs. Build staff knowledge and understanding	

	<p>of differentiation (content, process and product).            Maintain existing staff to build on professional knowledge and skill will be a priority of the school.</p>
<p><b>Documents that support this plan</b></p>	<p>2018 EPS Systematic Response to Student Concerns.pdf (0.29 MB)</p>

Draft

## SSP Goals Target and KIS

<b>Goal 1</b>	To improve literacy and numeracy outcomes for every student school-wide
<b>Target 1.1</b>	<p><b>NAPLAN Relative Gain Targets:</b></p> <p>Increase the % of Year 3-5 students making <i>high</i> relative growth</p> <ul style="list-style-type: none"> <li>• Reading from 17.8% to 45% or higher</li> <li>• Grammar &amp; Punctuation from 17.8% to 45% or higher</li> <li>• Spelling from 24.4% to 50% or higher</li> <li>• Writing from 37.8% to 50% or higher</li> <li>• Numeracy from 18.2% to 45% or higher</li> </ul> <p>Decrease the % of Year 3-5 students making <i>low</i> relative growth</p> <ul style="list-style-type: none"> <li>• Reading from 31.1% to 5% or less</li> <li>• Grammar &amp; Punctuation from 20%-5% or less</li> <li>• Spelling from 31.1% to 5% or less</li> <li>• Writing from 26.7% to 5% or less</li> <li>• Numeracy from 27.6% to 5% or less</li> </ul> <p>Increase the components of <i>Collective Focus on Student Learning and Guaranteed &amp; Viable Curriculum</i> on the School Staff Survey from within the lower 25% of schools, to be within the middle 50% of schools or higher</p> <p><b>Victorian Curriculum Targets</b></p> <ul style="list-style-type: none"> <li>• To have all students deemed capable make one year or more growth as indicated by Victorian Curriculum in both Literacy and Numeracy</li> <li>• Increase the % of P-6 students above the NMS for Speaking &amp; Listening from 11.9% to 50% or higher</li> </ul>
<b>Key Improvement Strategy 1.ay</b> Building practice excellence	Develop and adopt a consistent instructional model which builds whole school shared understandings and a common language
<b>Key Improvement Strategy 1.by</b> Building practice excellence	Build a collegiate, professional and supportive working culture that builds distributive leadership & deepens the capacity of all staff to have a shared collective responsibility
<b>Key Improvement Strategy 1.cy</b> Building practice excellence	Ensure teachers are effectively using data in making accurate teacher judgments as a guide to differentiating student learning
<b>Key Improvement Strategy 1.dy</b> Building practice excellence	Develop and document a guaranteed and viable curriculum providing a documented scope and sequence aligned with the Victorian Curriculum across the school in all key learning areas
<b>Goal 2</b>	<p>To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning</p> <p>To provide a student centred stimulating, rigorous learning environment, which engages all students in learning</p> <p>To provide positive learning experiences for students &amp; staff in an inclusive, safe, orderly and stimulating learning environment</p>
<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>• Increase the variable of <i>Stimulating Learning</i> on the 5/6 Student Attitudes to School Survey from 56.4%- (within the 3rd quartile) to be 80% (within the 4th quartile) or higher</li> <li>• Increase the components of <i>Collective Efficacy, Collective Responsibility and Teacher Collaboration</i> on the School Staff Survey from within the lower 25% of schools to be within the middle 50% of schools or higher</li> <li>• Increase all of the <i>School Climate</i> variables on the Parent Survey from &lt;5% (1st quartile) to 50% (within the 3rd quartile) or higher</li> </ul>

	<ul style="list-style-type: none"> <li>• Increase the <i>Student Engagement</i> variables of <i>Student Motivation &amp; School Connectedness</i> on the Parent Survey from within the 1st quartile, to be within the 4th quartile or higher</li> <li>• Increase the components of <i>Parent &amp; Community Involvement, Staff Trust in Colleagues, and Shielding &amp; Buffering</i> on the School Staff Survey from within the lower 25% of schools to be within the middle 50% of schools or higher</li> </ul>
<b>Key Improvement Strategy 2.ay</b> Empowering students and building school pride	Promote a positive school climate to empower students, building engagement, school pride and a culture of inclusion
<b>Key Improvement Strategy 2.by</b> Empowering students and building school pride	Develop a strategic and coordinated approach to supporting student and staff wellbeing

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve literacy and numeracy outcomes for every student school-wide	Yes	<p><b>NAPLAN Relative Gain Targets:</b></p> <p>Increase the % of Year 3-5 students making <i>high</i> relative growth</p> <ul style="list-style-type: none"> <li>• Reading from 17.8% to 45% or higher</li> <li>• Grammar &amp; Punctuation from 17.8% to 45% or higher</li> <li>• Spelling from 24.4% to 50% or higher</li> <li>• Writing from 37.8% to 50% or higher</li> <li>• Numeracy from 18.2% to 45% or higher</li> <li>• Decrease the % of Year 3-5 students making <i>low</i> relative growth</li> <li>• Reading from 31.1% to 5% or less</li> <li>• Grammar &amp; Punctuation from 20%-5% or less</li> <li>• Spelling from 31.1% to 5% or less</li> <li>• Writing from 26.7% to 5% or less</li> <li>• Numeracy from 27.6% to 5% or less</li> </ul> <p>Increase the components of <i>Collective Focus on Student Learning and Guaranteed &amp; Viable Curriculum</i> on the School Staff Survey from within the lower 25% of schools, to be within the middle 50% of schools or higher</p> <p><b>Victorian Curriculum Targets</b></p> <ul style="list-style-type: none"> <li>• To have all students deemed capable make one year or more growth as indicated by Victorian Curriculum in both Literacy and Numeracy</li> <li>• Increase the % of P-6 students above the NMS for Speaking &amp; Listening from 11.9% to 50% or higher</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the % of Year 3-5 students making high relative growth for the domains of Reading, writing and Numeracy to be at or above 25% (with a particular focus on Numeracy)</p>
<p>To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning</p> <p>To provide a student centred stimulating, rigorous learning environment, which engages all students in learning</p> <p>To provide positive learning experiences for students &amp; staff in an inclusive, safe, orderly and stimulating learning environment</p>	Yes	<ul style="list-style-type: none"> <li>• Increase the variable of <i>Stimulating Learning</i> on the 5/6 Student Attitudes to School Survey from 56.4%- (within the 3rd quartile) to be 80% (within the 4th quartile) or higher</li> <li>• Increase the components of <i>Collective Efficacy, Collective Responsibility and Teacher Collaboration</i> on the School Staff Survey from within the lower 25% of schools to be within the middle 50% of schools or higher</li> <li>• Increase all of the <i>School Climate</i> variables on the Parent Survey from &lt;5% (1st quartile) to 50% (within the 3rd quartile) or higher</li> <li>• Increase the <i>Student Engagement</i> variables of <i>Student Motivation &amp; School Connectedness</i> on the Parent Survey from within the 1st quartile, to be within the 4th quartile or higher</li> <li>• Increase the components of <i>Parent &amp; Community Involvement, Staff Trust in Colleagues, and Shielding &amp; Buffering</i> on the School Staff Survey from within the lower 25% of schools to be within the middle 50% of schools or higher</li> </ul>	Increase the variables of sense of connectedness and student agency & voice on the ATOSS to be 75% or higher

<b>Goal 1</b>	To improve literacy and numeracy outcomes for every student school-wide
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<b>12 Month Target 1.1</b>	Increase the % of Year 3-5 students making high relative growth for the domains of Reading, writing and Numeracy to be at or above 25% (with a particular focus on Numeracy)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop and adopt a consistent instructional model which builds whole school shared understandings and a common language	No
<b>KIS 2</b> Building practice excellence	Build a collegiate, professional and supportive working culture that builds distributive leadership & deepens the capacity of all staff to have a shared collective responsibility	Yes
<b>KIS 3</b> Building practice excellence	Ensure teachers are effectively using data in making accurate teacher judgments as a guide to differentiating student learning	Yes
<b>KIS 4</b> Building practice excellence	Develop and document a guaranteed and viable curriculum providing a documented scope and sequence aligned with the Victorian Curriculum across the school in all key learning areas	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.	Ongoing focus on all identified areas - Deepen & embed all priority areas The school will be undergoing a review in Term 2 2019. The current AIP will be implemented from terms 1-3.	
<b>Goal 2</b>	<p>To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning</p> <p>To provide a student centred stimulating, rigorous learning environment, which engages all students in learning</p> <p>To provide positive learning experiences for students &amp; staff in an inclusive, safe, orderly and stimulating learning environment</p>	
<b>12 Month Target 2.1</b>	Increase the variables of sense of connectedness and student agency & voice on the ATOSS to be 75% or higher	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Promote a positive school climate to empower students, building engagement, school pride and a culture of inclusion	Yes
<b>KIS 2</b> Empowering students and building school pride	Develop a strategic and coordinated approach to supporting student and staff 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.	Ongoing focus on all identified areas - Deepen & embed all priority areas with a focus on reviewing and refining SWPBS framework to incorporate Respectful Relationships framework, student agency, voice and leadership.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve literacy and numeracy outcomes for every student school-wide			
<b>12 Month Target 1.1</b>	Increase the % of Year 3-5 students making high relative growth for the domains of Reading, writing and Numeracy to be at or above 25% (with a particular focus on Numeracy)			
<b>KIS 1</b> Building practice excellence	Build a collegiate, professional and supportive working culture that builds distributive leadership & deepens the capacity of all staff to have a shared collective responsibility			
<b>Actions</b>	<p>Continue to deepen staff understanding of working in professional learning teams (PLTs)</p> <p>Review &amp; expand induction process for all new &amp; returning staff</p> <p>Ensure deep engagement with the Pre-review Self Evaluation (PRSE) by all staff</p>			
<b>Outcomes</b>	<p>All staff have participated in 3 week PLT cycle and can use data effectively to identify students at risk and implement appropriate strategies, and increased their professional judgement around whether the strategies have been effective</p> <p>Leadership team is attending the DET PLC professional learning initiative</p> <p>PLC participants are starting to work with PLT leaders to build collective knowledge of PLC culture</p> <p>All staff have been part of induction process into school initiatives</p>			
<b>Success Indicators</b>	<p>Student achievement data for literacy &amp; numeracy - NAPLAN, Teacher Judgement data</p> <p>School based Assessments - F&amp;P bench-marking levels, SNMY, on-demand, Single word spelling test</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Using the agreed approaches and protocols for PLTs to ensure consistency	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
PLT leaders and aspiring leaders participate in the DET PLC initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team  <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Review & expand induction process for all new & returning staff - Update and review staff handbook & roles & responsibilities	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Conduct parent and student forums to gain perspective for the PRSE and staff participate in meetings to analyse data in preparation for the school review	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Teachers develop individual and team PDP goals using High Impact Teaching Strategies	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used



PLT leaders implement Peer Observations within their teams using agreed EPS Peer Observations Protocols.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Ensure teachers are effectively using data in making accurate teacher judgments as a guide to differentiating student learning			
<b>Actions</b>	Develop teacher capacity to analyse data to make accurate teacher judgments, in order to identify specific student needs and plan appropriate 'just right' instruction			
<b>Outcomes</b>	Teacher judgements are more consistent with Victorian curriculum standards - Teachers have created developmental writing rubrics to increase student self-assessment All students have personalised reading & writing goal reviewed during conferring cycle All staff using data in PLT & planning sessions to differentiate according to student need The data wall is updated every term The data wall identifies students working below, at and above the expected year level. All staff are using SPA in planning and PLTs			
<b>Success Indicators</b>	Student achievement data for literacy & numeracy - NAPLAN, Teacher Judgement data School based Assessments - F&P bench-marking levels, SNMY, on-demand, Single word spelling test			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Teachers continue to participate in regular writing moderation in order to increase accuracy of teacher judgments and develop exemplars of moderated student work.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Teachers develop developmental rubrics	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Teachers work with the Literacy Learning Leader to continue to build their capacity to set personal learning goals for students in reading & writing.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Teachers participate in professional learning to build their capacity to analyse triangulated data to plan for differentiation	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop protocols for the the data wall	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used

Teachers participate in professional learning to build capacity to understand SPA functionality	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	<p>To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning</p> <p>To provide a student centred stimulating, rigorous learning environment, which engages all students in learning</p> <p>To provide positive learning experiences for students &amp; staff in an inclusive, safe, orderly and stimulating learning environment</p>			
<b>12 Month Target 2.1</b>	Increase the variables of sense of connectedness and student agency & voice on the ATOSS to be 75% or higher			
<b>KIS 1</b> Empowering students and building school pride	Promote a positive school climate to empower students, building engagement, school pride and a culture of inclusion			
<b>Actions</b>	<p>Continue to embed &amp; develop kitchen garden program (SAKG).</p> <p>Expand professional learning and support for staff to develop expertise in eLearning practices.</p> <p>Improve and expand communication processes within the school community including use of Compass and ongoing reporting.</p> <p>Strengthen student well being and engagement practices .</p>			
<b>Outcomes</b>	<p>SAKG staff and teachers are using a documented Scope and Sequence</p> <p>The teaching staff rep works alongside teachers and SAKG staff in term planning sessions</p> <p>Students and teachers are engaged when using google classroom</p> <p>F-2 students are able to choose from a repertoire of Apps to explain their thinking and learning</p> <p>Teachers are using a digital scope and sequence to systematically build a repertoire of Apps to engage F-6 students</p> <p>Parents, students and teachers are frequently accessing Compass because they understand its functionality and purpose.</p> <p>Parents' understanding of their child's learning has deepened through the use of ongoing reporting.</p> <p>Teachers are following ongoing reporting protocols and have developed consistency of expectations.</p> <p>There has been a reduction of gender biased negative comments by the students. There has been an increase in mixed gender students playing games at recess and lunch. The oval is not dominated by boys. All classroom libraries have a gender balance of texts.</p> <p>Members of the SWPBS team are leading a cultural shift to align SWPBS framework with RR, Amplify and SSSO referrals.</p> <p>A Systematic Approach to Intervention (Lit, Num, EAL) is embedded</p>			
<b>Success Indicators</b>	<p>Improvement in the engagement variables on the 5/6 Student Attitudes to School Survey, (see factors for Social Engagement domain of the 4-6 ATTOS equivalent )</p> <p>Increased parent satisfaction with school programs and wellbeing initiatives, as evidenced by improvement of the school climate and Behaviour variables on the Parent Opinion Survey</p> <p>Increased sense of student wellbeing as evidenced by improvement in the wellbeing variables on the 5/6 Student Attitudes to School Survey (see factors for Student relations and Student safety domains of the 4-6 ATTOS equivalent )</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

<p>SAKG staff in conjunction with SAKG Curriculum coordinator develop a documented scope and sequence for SAKG</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Education Support</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Teachers participate in professional learning to build capacity to use the digital scope and sequence to systematically build a repertoire of Apps to engage F-6 students</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 2 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Professional learning for parents and teachers to understand and use ongoing reporting for effective communication of student learning outcomes.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Provide professional learning for School Wide Positive Behaviour team members (Bastow: Create Middle Leaders, RR CoP Eltham High) to support and lead a cultural shift to align SWPBS framework with RR and Amplify.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 3</p>	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Provide professional learning to build staff capacity of intervention programs (GRIN, LLI, Totem, Dandelion, EAL)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$5,000.00	\$5,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$5,000.00</b>	<b>\$5,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide professional learning for School Wide Positive Behaviour team members (Bastow: Create Middle Leaders, RR CoP Eltham High) to support and lead a cultural shift to align SWPBS framework with RR and Amplify.	from: Term 1 to: Term 3	<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) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
<b>Totals</b>			<b>\$5,000.00</b>	<b>\$5,000.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Using the agreed approaches and protocols for PLTs to ensure consistency	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLT leaders and aspiring leaders participate in the DET PLC initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site DET PLC initiative
Review & expand induction process for all new & returning staff - Update and review staff handbook & roles & responsibilities	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	<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
Teachers develop individual and team PDP goals using High Impact Teaching Strategies	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources DET HIT Strategies	<input checked="" type="checkbox"/> On-site
PLT leaders implement Peer Observations within their teams using agreed EPS Peer Observations Protocols.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Teachers continue to participate in regular writing moderation in order to increase accuracy of teacher judgments and develop exemplars of moderated student work.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised 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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Teachers develop developmental rubrics	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Teachers work with the Literacy Learning Leader to continue to build their capacity to set personal learning goals for students in reading & writing.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Literacy consultants	<input checked="" type="checkbox"/> On-site

Teachers participate in professional learning to build their capacity to analyse triangulated data to plan for differentiation	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop protocols for the the data wall	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers participate in professional learning to build capacity to understand SPA functionality	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
SAKG staff in conjunction with SAKG Curriculum coordinator develop a documented scope and sequence for SAKG	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
Teachers participate in professional learning to build capacity to use the digital scope and sequence to systematically build a repertoire of Apps to engage F-6 students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning for parents and teachers to understand and use ongoing reporting for effective communication of student learning outcomes.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional learning for School Wide Positive Behaviour team members (Bastow: Create Middle Leaders, RR CoP Eltham High) to support and lead a cultural shift to align SWPBS framework with RR and Amplify.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow: Create Middle Leaders program
Provide professional learning to build staff capacity of intervention programs (GRIN, LLI, Totem, Dandelion, EAL)	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Monash University GRIN educators Literacy Consultants	<input checked="" type="checkbox"/> Off-site Monash University