2020 Annual Implementation Plan

for improving student outcomes

Pakenham Primary School (5527)

Submitted for review by Gail Butterworth (School Principal) on 14 January, 2020 at 10:08 AM
Endorsed by Mark Anderson (Senior Education Improvement Leader) on 14 January, 2020 at 12:08 PM
Endorsed by Travis Mether (School Council President) on 20 February, 2020 at 03:23 PM

Self-evaluation Summary - 2020

Pakenham Primary School (5527)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding	Feedback at leadership meetings Attendance at Literacy Professional Learning sessions Meeting minutes Literacy Inquiry Cycles documented (Reading and Writing) Instructional Model documented
	Curriculum planning and assessment	Evolving moving towards Embedding	
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding	
	Evaluating impact on learning	Evolving moving towards Embedding	

Professional leadership	Building leadership teams	Evolving moving towards Embedding	Feedback at leadership meetings Attendance at Data Literacy Professional Learning sessions Completed documentation from the PLC handbook Meeting minutes
	Instructional and shared leadership	Evolving	
	Strategic resource management	Evolving moving towards Embedding	
	Vision, values and culture	Evolving moving towards Embedding	

Positive climate for learning	Empowering students and building school pride	Evolving	
	Setting expectations and promoting inclusion	Evolving moving towards Embedding	Student VAL Feedback Attendance at Trauma Professional Learning PSWB posters Student Behaviour Expectation Matrix
	Health and wellbeing	Evolving	
	Intellectual engagement and self-awareness	Evolving	

Community engagement in learning	Building communities	Evolving	Developmental notes record Transition Calendar Transition Enrolment forms Transition Parent Information presentation Meeting Minutes
	Global citizenship	Emerging moving towards Evolving	
	Networks with schools, services and agencies	Evolving	
	Parents and carers as partners	Evolving	

Enter your reflective comments	Excellence in Teaching and Learning - Teachers have moved from having a shared focus for improvement in student outcomes into directly linking their performance plans with our school goals and targets - The school has a clear instructional model that is based on research and relates to the HITS Professional Leadership - The leaders engage staff in goal monitoring and goal alignment to vision and values Positive Climate for Learning - The school has a student voice team and includes the team in policy making, school decisions and school council - There are many structured student leadership roles in the school - Regular opportunities for sharing and celebrating student and school achievements are planned Community Engagement in Learning - Teachers develop student skills in managing and resolving conflict - The school works with other agencies to create specific strategies for students with additional needs
Considerations for 2020	Excellence in Teaching and Learning - Teachers have moved from having a shared focus for improvement in student outcomes into directly linking their performance plans with our school goals and targets

	- Refine the PLC approach to whole school curriculum planning and assessment to build the capability of staff and to inform professional learning needs - Refining teacher practice in the HITS, Practice Principles and data analysis and use Professional Leadership - Continue to develop the instructional leadership capacity of middle leaders through professional learning and coaching Positive Climate for Learning - Students have meaningful input into many aspects of the school and provide feedback to teachers and leaders about planning, teaching and learning - The school works in collaboration with parents/carers and families to develop students' social and emotional skills Community Engagement in Learning - The school develops programs to support students' understanding of the impact of inequality and discrimination and how this affects identity and citizenship - The school collaborates with partners and networks to challenge low expectations and close gaps in achievement for specific groups - Teachers contact parents/carers about learning goals and connect them into the learning process
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To enhance the learning growth and achievement of every student through the implementation of an instructional model for Literacy.
Target 1.1	The percentage of students in the top two bands of NAPLAN in reading will be 25% by 2022.
Target 1.2	The percentage of students in the top two bands of NAPLAN in writing will be 25% by 2022.
Key Improvement Strategy 1.a Building practice excellence	Embed the consistent use of the Reading and Writing inquiry cycles to inform teaching and learning.
Key Improvement Strategy 1.b Building leadership teams	Build an effective Leadership Team with a clear sense of shared purpose to monitor the implementation of our improvement work.
Key Improvement Strategy 1.c Building practice excellence	Embed effective and consistent whole school PLC practice.
Goal 2	To build a positive, supportive school community that fosters a safe, orderly environment.
Target 2.1	The Attitudes to School Survey data will show a 90% positive response for 'School Connectedness' by 2022.

Key Improvement Strategy 2.a Building communities	Work collaboratively with local ELC's and schools to develop a transition program from Kindergarten into school and from Year 6 into Year 7.
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Ensure a safe and orderly learning environment for all students.
Key Improvement Strategy 2.c Building communities	Work in collaboration with the school community to build connections.
Goal 3	All students actively engage with learning and take increasing responsibility for monitoring their progress.
Target 3.1	The Attitudes to School Survey data will show a 90% positive response for 'Attitudes to Attendance' by 2022.
Target 3.2	Attendance rates Prep to Year 6 will average 90% by 2022.
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Staff work collaboratively to develop engaging and targeted lessons for all students.
Key Improvement Strategy 3.b Empowering students and building school pride	Work collaboratively within the school and with the Cardinia Council to develop and implement a Student VAL (Voice, Agency & Leadership) model.

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 enhance the learning growth and achievement of every student through the implementation of an instructional model for Literacy.	Yes	The percentage of students in the top two bands of NAPLAN in reading will be 25% by 2022.	The percentage of students in the top two bands of NAPLAN in reading will be 20% by end of 2020. The percentage of students above the level in reading, based on Fountas & Pinnell assessments will be 20% by end of 2020.
		The percentage of students in the top two bands of NAPLAN in writing will be 25% by 2022.	The percentage of students in the top two bands of NAPLAN in writing will be 20% by end of 2020. Teacher judgements will reflect 20% of students working above the level in writing by end of 2020.
To build a positive, supportive school community that fosters a safe, orderly environment.	Yes	The Attitudes to School Survey data will show a 90% positive response for 'School Connectedness' by 2022.	The Parent Opinion Survey will reflect an 80% positive response rate to 'Parent Participation and Involvement' by the end of 2020. The Parent Opinion Survey will reflect an 80% positive response rate to 'Teacher Communication' by the end of 2020.

				The Staff Opinion Survey will reflect an 85% positive response rate to Trust in students & parents' by the end of 2020.

The Attitudes to School Survey data will show a 80% positive response for 'Sense of Connectedness' by 2020. |
| All students actively engage with learning and take increasing responsibility for monitoring their progress. | Yes | | The Attitudes to School Survey data will show a 90% positive response for 'Attitudes to Attendance' by 2022. | The Attitudes to School Survey data will show a 90% positive response for 'Attitudes to Attendance' by 2020.

The Attitudes to School Survey data will show a 75% positive response for 'Student Voice and Agency' by 2020.

The Attitudes to School Survey data will show a 90% positive response for 'Self Regulation and Goal Setting' by 2020.

The Attitudes to School Survey data will show a 70% positive response for 'Teacher Concern' by 2020. |
| | | | Attendance rates Prep to Year 6 will average 90% by 2022. | Attendance rates Prep to Year 6 will average 90% for 2020. |

Goal 1	To enhance the learning growth and achievement of every student through the implementation of an instructional model for Literacy.

12 Month Target 1.1	The percentage of students in the top two bands of NAPLAN in reading will be 20% by end of 2020.	
	The percentage of students above the level in reading, based on Fountas & Pinnell assessments will be 20% by end of 2020.	
12 Month Target 1.2	The percentage of students in the top two bands of NAPLAN in writing will be 20% by end of 2020.	
	Teacher judgements will reflect 20% of students working above the level in writing by end of 2020.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Embed the consistent use of the Reading and Writing inquiry cycles to inform teaching and learning.	Yes
KIS 2 Building leadership teams	Build an effective Leadership Team with a clear sense of shared purpose to monitor the implementation of our improvement work.	No
KIS 3 Building practice excellence	Embed effective and consistent whole school PLC practice.	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.	As a new school, in our second year, it is important to ensure consistency of practice in our Literacy instruction due to the increase in student numbers and new staff. We did not meet all of our NAPLAN and Teacher Judgement targets in reading and writing in 2019. In some cohorts, we did not have enough students to create a viable data source. We aim to implement an intervention program to target students working just below the top two bands.	
Goal 2	To build a positive, supportive school community that fosters a safe, orderly environment.	
12 Month Target 2.1	The Parent Opinion Survey will reflect an 80% positive response rate to 'Parent Participation and Involvement' by the end of 2020.	
	The Parent Opinion Survey will reflect an 80% positive response rate to 'Teacher Communication' by the end of 2020.	

	The Staff Opinion Survey will reflect an 85% positive response rate to Trust in students & parents' by the end of 2020.
	The Attitudes to School Survey data will show a 80% positive response for 'Sense of Connectedness' by 2020.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building communities	Work collaboratively with local ELC's and schools to develop a transition program from Kindergarten into school and from Year 6 into Year 7.	No
KIS 2 Setting expectations and promoting inclusion	Ensure a safe and orderly learning environment for all students.	No
KIS 3 Building communities	Work in collaboration with the school community to build connections.	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.	As a new school, in our second year, it is important to ensure consistency of practice in student engagement due to the increase in student numbers and new staff. It is integral to continue to foster a safe, supportive and inclusive learning environment. we value the importance of empowering students and would like the students to be involved in school and community decision making. Although meeting our 2019 targets, we would like to focus on improving community involvement in the school, teacher communication and student voice.	

Goal 3	All students actively engage with learning and take increasing responsibility for monitoring their progress.
12 Month Target 3.1	The Attitudes to School Survey data will show a 90% positive response for 'Attitudes to Attendance' by 2020.
	The Attitudes to School Survey data will show a 75% positive response for 'Student Voice and Agency' by 2020.
	The Attitudes to School Survey data will show a 90% positive response for 'Self Regulation and Goal Setting' by 2020.

	The Attitudes to School Survey data will show a 70% positive response for 'Teacher Concern' by 2020.	
12 Month Target 3.2	Attendance rates Prep to Year 6 will average 90% for 2020.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Staff work collaboratively to develop engaging and targeted lessons for all students.	No
KIS 2 Empowering students and building school pride	Work collaboratively within the school and with the Cardinia Council to develop and implement a Student VAL (Voice, Agency & Leadership) model.	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.	As a new school, in our second year, it is important to ensure consistency of practice during PLC meetings due to the increase in new staff. We aim to ensure that student voice and agency are a focus during PLC meetings and planning. It is important that there is a consistent approach to managing PLC time effectively to ensure that lessons are engaging and targeted to student needs and that they are responsive to student feedback.	

Define Actions, Outcomes and Activities

Goal 1	To enhance the learning growth and achievement of every student through the implementation of an instructional model for Literacy.
12 Month Target 1.1	The percentage of students in the top two bands of NAPLAN in reading will be 20% by end of 2020. The percentage of students above the level in reading, based on Fountas & Pinnell assessments will be 20% by end of 2020.
12 Month Target 1.2	The percentage of students in the top two bands of NAPLAN in writing will be 20% by end of 2020. Teacher judgements will reflect 20% of students working above the level in writing by end of 2020.
KIS 1 Building practice excellence	Embed the consistent use of the Reading and Writing inquiry cycles to inform teaching and learning.
Actions	- PLC teams to set a team goal based on their reflection of the instructional model for literacy - Use targeted intervention strategies to ensure all students are reaching their maximum growth potential in reading and writing - Staff make links between students' progress data and their own professional learning needs in literacy
Outcomes	Leaders - Leaders routinely review student progress and development in reading and writing, and incorporates findings into whole-school professional learning and improvement plans - Leaders routinely analyse and provide feedback to teams in relation planning documents consistently reflecting the Reading and Writing Inquiry Cycles Staff - Staff develop an understanding of best practice literacy intervention - Staff implement and regularly reflect on their progress with their literacy team goal and set targets to improve - Staff build student agency through the collaborative sharing of literacy achievement data and goal setting Students

	- Students will set goals for improvement in reading and writing based on their individual achievement data - Students will reflect on their learning progress in literacy
Success Indicators	Quantitative - The percentage of students in the top two bands of NAPLAN in reading will be 20% by end of 2020. - The percentage of students above the level in reading, based on Fountas & Pinnell assessments will be 20% by end of 2020. - The percentage of students in the top two bands of NAPLAN in writing will be 20% by end of 2020. - Teacher judgements will reflect 20% of students working above the level in writing by end of 2020. Qualitative - Feedback during SIT meetings - Attendance at literacy professional learning sessions Artefact - Planning documents reflecting literacy intervention, guided writing groups and Jolly Phonics/Grammar - PLC meeting minutes reflecting literacy data analysis

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Purchase Fountas & Pinnell Levelled Literacy Intervention kits	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$30,000.00 ☑ Equity funding will be used
Provide coaching around data analysis and use	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Complete professional learning/refine practice for Jolly Phonics and/or Grammar to ensure consistency across the school	☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Complete professional learning/refine practice for Guided Writing to ensure consistency across the school	☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Share achievement data with students and support them to set goals for improvement	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Update writing rubrics to reflect examples of some of the sections (e.g. difficult/challenging words, sample texts for different rubric scores)	☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Undertake professional learning for staff around teaching comprehension strategies at higher levels	☑ Literacy Leader	☑ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used
Staff to develop their ability to use worked examples in writing to annotate and deconstruct high quality texts during direct instruction time	☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Staff to develop their ability to implement guided writing groups based on the direct instruction and deconstruction.	☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

PLC teams to reflect on each stage of the Literacy Inquiry Cycles and set a goal for improvement each term.	☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Literacy Leader works with the Team Leaders to ensure they understand how to use each step of the Literacy Inquiry Cycles to consistently plan, teach and reflect on literacy instruction.	☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Building practice excellence	Embed effective and consistent whole school PLC practice.
Actions	- Develop consistency if practice across the PLC's through the implementation of a PLC inquiry cycle - Expand the middle leaders team and continue instructional coaching of the leaders - Staff undertake professional learning in relation to PLC collaboration, Practice Principles & HITS
Outcomes	Leaders - Leaders facilitate opportunities for staff to learn from each other and model continuous learning in their own practice - Middle leaders have the skills and knowledge to effectively lead their area Staff - PLC's consistently implement and reflect on the PLC Inquiry Cycle to guide their meetings - PLC's regularly monitor and evaluate programs to ensure that the curriculum plan, teaching and learning and assessment strategies are consistent across all areas - Staff continue to expand and refine a range of HITS that are integrated into their daily practice and shared with colleagues - Staff discuss quality teaching and question their impact through analysis data and reviewing their practice - Staff regularly observe and provide feedback on teaching, with support and input from leaders and input from students Students - Students provide feedback to teachers about their own progress
Success Indicators	Quantitative - The percentage of students in the top two bands of NAPLAN in reading will be 20% by end of 2020.

	- The percentage of students above the level in reading, based on Fountas & Pinnell assessments will be 20% by end of 2020. - The percentage of students in the top two bands of NAPLAN in writing will be 20% by end of 2020. - Teacher judgements will reflect 20% of students working above the level in writing by end of 2020. Qualitative - Feedback during SIT meetings - Feedback on the effectiveness of the professional learning provided Artefact - PLC Inquiry Cycle - PLC Meeting Minutes - Model and plan for Instructional Leadership

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Collaboratively develop and reflect on the PLC Inquiry Cycle and meeting documentation	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Team Leader role description and expectations developed	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Create a model and plan for instructional leadership across the school	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Complete professional learning in regards to implementing and reflecting on the HITS	☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used
Complete professional learning in regards to implementing and reflecting on the Practice Principles	☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	To build a positive, supportive school community that fosters a safe, orderly environment.
12 Month Target 2.1	The Parent Opinion Survey will reflect an 80% positive response rate to 'Parent Participation and Involvement' by the end of 2020. The Parent Opinion Survey will reflect an 80% positive response rate to 'Teacher Communication' by the end of 2020. The Staff Opinion Survey will reflect an 85% positive response rate to Trust in students & parents' by the end of 2020. The Attitudes to School Survey data will show a 80% positive response for 'Sense of Connectedness' by 2020.
KIS 1 Building communities	Work in collaboration with the school community to build connections.
Actions	- The school formalises partnerships to address identified student learning and wellbeing needs and enrich learning experiences and opportunities - Staff work in collaboration with parents and carers to strengthen the partnership between home and school - Staff work in collaboration with Early Learning Centres to ensure a smooth transition into school
Outcomes	Staff - Staff will strengthen their relationship with parents and carers through increased communication

	- Staff will strengthen their relationship with ELC staff - Staff will collaborate with ELC staff to share knowledge and resources to assist in a smooth transition into school - Staff will build relationships with future Foundation students - Staff will monitor progress from students from ELC Students - Students will feel connected to their peers and school setting - Students will be ready to begin schooling at the beginning of the Foundation year Community - Parents will improve their knowledge of teaching and learning in the learning communities - Relationships will be strengthened between families and the school - Parents will feel consulted on school decision making
Success Indicators	Quantitative - The Parent Opinion Survey will reflect an 80% positive response rate to 'Parent Participation and Involvement' by the end of 2020. - The Parent Opinion Survey will reflect an 80% positive response rate to 'Teacher Communication' by the end of 2020. - The Staff Opinion Survey will reflect an 85% positive response rate to Trust in students & parents' by the end of 2020. - The Attitudes to School Survey data will show a 80% positive response for 'Sense of Connectedness' by 2020. Qualitative - Feedback provided through ongoing surveys - Feedback provided to ELC staff Artefact - Planning documentation for the transition into school program - Parent Engagement Plan

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Create a parent engagement plan including but not limited to: - Parents will be invited to participate in learning walks - Parents will be invited to volunteer as learning community helpers - Parents will be invited to participate in camps, excursions and special events as required	☑ Assistant Principal ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

- The school will seek feedback from parents in relation to parent participation and involvement - Parents will be consulted on relevant school decision making through School Council, PFA and through local school surveys				
Purchase resources to support the transition into school program.	☑ Assistant Principal ☑ PLC Leaders	☐ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☐ Equity funding will be used
Purchase resources to support student wellbeing needs in the school including social skills resources and additional funding for breakfast club	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Staff will meet with the ELC's to develop a Community of Practice in relation to transition	☑ Assistant Principal ☑ PLC Leaders	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 3	All students actively engage with learning and take increasing responsibility for monitoring their progress.
12 Month Target 3.1	The Attitudes to School Survey data will show a 90% positive response for 'Attitudes to Attendance' by 2020. The Attitudes to School Survey data will show a 75% positive response for 'Student Voice and Agency' by 2020. The Attitudes to School Survey data will show a 90% positive response for 'Self Regulation and Goal Setting' by 2020. The Attitudes to School Survey data will show a 70% positive response for 'Teacher Concern' by 2020.
12 Month Target 3.2	Attendance rates Prep to Year 6 will average 90% for 2020.

KIS 1 Empowering students and building school pride	Work collaboratively within the school and with the Cardinia Council to develop and implement a Student VAL (Voice, Agency & Leadership) model.
Actions	- Staff plan for the inclusion of Student VAL - Undertake professional learning and coaching around the implementation of Student VAL - Students will be involved with school decision making, policy development, teacher practice and student management - Build all students' leadership skills
Outcomes	Staff - Staff will have a clear understanding of Student VAL and student management expectations - Staff will consistently implement and reflect on the Student VAL Inquiry Cycle - Staff will use feedback from students to inform planning, teaching and learning Students - Students will understand the role of student voice, agency and leadership and how it impacts their learning - Students will be empowered to make decisions in relation to expected behaviours and consequences - Students will give feedback on school decisions, policy and teacher practice
Success Indicators	Quantitative - The Attitudes to School Survey data will show a 75% positive response for 'Student Voice and Agency' by 2020. - The Attitudes to School Survey data will show a 90% positive response for 'Self Regulation and Goal Setting' by 2020. - The Attitudes to School Survey data will show a 70% positive response for 'Teacher Concern' by 2020. Qualitative - Feedback provided through Learning Community Student VAL sessions - Feedback provided from Cardinia Council Shire Student VAL sessions Artefact - Student VAL Inquiry Cycle - PLC Meeting minutes - PLC Planning Documentation - School Council meeting minutes

Activities and Milestones	Who	Is this a PL Priority	When	Budget

- Implement the Student VAL Inquiry Cycle	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
- PLC teams to set and reflect on a team goal based on the Student VAL Inquiry Cycle each term	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
- Staff to share and reflect on achievement and opinion data with students	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
- Refine the work with Cardinia Council to implement the Student VAL model based on the 2019 feedback - The Cardinia Council will refine their Student VAL focus to include policy development, student learning walks and presenting to the staff, students and wider community	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
- Students leaders plan and implement activity groups for the other students	☑ Student Leadership Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
- Staff seek feedback from students in relation to planning, teaching and learning	☑ Teacher(s)	☐ 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	$30,000.00	$30,000.00
Additional Equity funding	$28,851.00	$28,851.00
Grand Total	$58,851.00	$58,851.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Purchase Fountas & Pinnell Levelled Literacy Intervention kits	from: Term 1 to: Term 2	☑ Teaching and learning programs and resources	$30,000.00	$30,000.00
Totals			$30,000.00	$30,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Part thereof Education Support Staff	from: Term 1 to: Term 4	☑ School-based staffing	$5,000.00	$5,000.00
Employment of a local School Psychologist at a 0.2 time fraction	from: Term 1	☑ Support services	$23,851.00	$23,851.00

	to: Term 4			
Totals			$28,851.00	$28,851.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide coaching around data analysis and use	☑ Leadership Team	from: Term 1 to: Term 4	☑ Preparation ☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Complete professional learning/refine practice for Jolly Phonics and/or Grammar to ensure consistency across the school	☑ Literacy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy Leaders ☑ Pedagogical Model	☑ On-site
Complete professional learning/refine practice for Guided Writing to ensure consistency across the school	☑ Literacy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy Leaders ☑ Pedagogical Model	☑ On-site
Undertake professional learning for staff around teaching comprehension strategies at higher levels	☑ Literacy Leader	from: Term 2 to: Term 2	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy Leaders ☑ Pedagogical Model	☑ On-site

Complete professional learning in regards to implementing and reflecting on the HITS	☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Complete professional learning in regards to implementing and reflecting on the Practice Principles	☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site