

2020 Annual Implementation Plan

for improving student outcomes

Magpie Primary School (2271)



Submitted for review by Penelope Ellis (School Principal) on 29 September, 2020 at 01:30 PM
Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 29 September, 2020 at 02:25 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Emerging
	Strategic resource management	Emerging
	Vision, values and culture	Emerging

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

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

Enter your reflective comments	Magpie PS had a School Review during Term 1 of 2020. Through this process, a thorough analysis of the FISO continua was done and agreed upon. With all of our Excellence in T&L dimensions being in emerging, this is where our focus will begin. The new SSP supports this work, and the need to ensure we continue to make improvements as a school
Considerations for 2020	For 2020, we will focus on the implementation of PLCs and SWPBs to support teaching and learning and creating a supportive learning environment for our students.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve learning outcomes for all students
Target 1.1	<p>NAPLAN increase the per cent in the top two bands in Year 5:</p> <ul style="list-style-type: none"> • reading from 8 per cent in 2019 to 25 per cent by 2023 • writing from 0 per cent in 2019 to 25 per cent by 2023 • numeracy from 0 per cent in 2019 to 25 per cent by 2023.
Target 1.2	<p>NAPLAN decrease the per cent of students in the bottom two bands in Year 5 in:</p> <ul style="list-style-type: none"> • reading from 42 per cent in 2019 to 25 per cent by 2023 • writing from 58 per cent in 2019 to 25 per cent by 2023 • numeracy from 33 per cent in 2019 to 25 per cent by 2023.
Target 1.3	<p>NAPLAN benchmark growth increase the percentage of students at and above benchmark growth in:</p> <ul style="list-style-type: none"> • reading from 30 per cent in 2019 to 75 per cent by 2023 • writing from 0 per cent in 2019 to 75 per cent by 2023 • numeracy from 50 per cent in 2019 to 75 per cent by 2023.
Target 1.4	<p>Increase the per cent of P-6 students achieving at or above the expected level according to teacher judgment in:</p> <ul style="list-style-type: none"> • reading and viewing from 85 per cent in 2019 to 90 per cent by 2023 • writing from 84 per cent in 2019 to 90 per cent by 2023

	<ul style="list-style-type: none"> • number and algebra from 85 per cent in 2019 to 90 per cent by 2023.
Target 1.5	<p>Staff Opinion Survey increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> • Academic emphasis from 54 per cent in 2019 to 75 per cent by 2023 • Collective efficacy from 61 per cent in 2019 to 75 per cent by 2023 • Guaranteed and viable curriculum from 42 per cent in 2019 to 75 per cent by 2023.
Key Improvement Strategy 1.a Curriculum planning and assessment	Embed curriculum planning and implementation practices to engage and challenge all students
Key Improvement Strategy 1.b Curriculum planning and assessment	Embed curriculum planning and implementation practices to engage and challenge all students
Key Improvement Strategy 1.c Curriculum planning and assessment	Implement a whole school, evidence based instructional model incorporating high impact teaching strategies underpinned by a pedagogical model
Key Improvement Strategy 1.d Evaluating impact on learning	Develop the capacity of all teachers to regularly collect, analyse and evaluate student learning growth to inform teaching and learning
Key Improvement Strategy 1.e Building practice excellence	Enhance teacher practice through the implementation of Professional Learning Communities
Key Improvement Strategy 1.f Instructional and shared leadership	Develop the instructional leadership capacity within the school
Goal 2	Improve student engagement in learning

Target 2.1	<p>Attendance –</p> <p>Reduce the per cent of students with 20+ days absent from 37 in 2019 to 20 by 2023</p> <p>Reduce average days absent per FTE from 20.1 in 2019 to 16 by 2023</p>
Target 2.2	<p>Staff Opinion Survey increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> • Parent and community involvement from 69 per cent in 2019 to 75 per cent by 2023 • Trust in students and parents from 43 per cent in 2019 to 75 per cent by 2023.
Target 2.3	<p>Students Attitudes to School survey increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> • Stimulated learning from 70 per cent in 2019 to 80 per cent by 2023 • Sense of confidence from 70 per cent in 2019 to 80 per cent by 2023 • Student voice and agency from 65 per cent in 2019 to 80 per cent by 2023 • Differentiated learning challenge from 77 per cent in 2019 to 80 per cent by 2023.
Target 2.4	<p>Parent Opinion Survey increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> • Student motivation from 75 per cent in 2019 to 85 per cent by 2023 • Parent participation and involvement from 75 per cent in 2019 to 85 per cent by 2023.
Key Improvement Strategy 2.a	<p>Improve student voice, agency and leadership</p>

Empowering students and building school pride	
Key Improvement Strategy 2.b Vision, values and culture	Embed a culture of high expectations of learning effort and engagement for all students
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop teacher capacity to scaffold and differentiate learning to enable students to achieve learning goals
Key Improvement Strategy 2.d Parents and carers as partners	Embed a culture of partnership with parents and carers to enhance student learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve learning outcomes for all students	Yes	<p>NAPLAN increase the per cent in the top two bands in Year 5:</p> <ul style="list-style-type: none"> • reading from 8 per cent in 2019 to 25 per cent by 2023 • writing from 0 per cent in 2019 to 25 per cent by 2023 • numeracy from 0 per cent in 2019 to 25 per cent by 2023. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN increase the per cent in the top two bands in Year 5: Reading from 8% to 33% (maintain 3 students) Writing from 0% to 25% (maintain 1 student and increase by 1 student) Numeracy from 0% to 28% (maintain 1 student and increase by 1 student)</p>
		<p>NAPLAN decrease the per cent of students in the bottom two bands in Year 5 in:</p> <ul style="list-style-type: none"> • reading from 42 per cent in 2019 to 25 per cent by 2023 • writing from 58 per cent in 2019 to 25 per cent by 2023 • numeracy from 33 per cent in 2019 to 25 per cent by 2023. 	<p>NAPLAN decrease the per cent of students in the bottom two bands in Year 5 in: Reading from 42% to 11% (students in BTB to stay the same) Writing from 58% to 0% (students in BTB to stay the same) Numeracy 33 to 29% (students in BTB to stay the same)</p>
		<p>NAPLAN benchmark growth increase the percentage of students at and above benchmark growth in:</p> <ul style="list-style-type: none"> • reading from 30 per cent in 2019 to 75 per cent by 2023 • writing from 0 per cent in 2019 to 75 per cent by 2023 • numeracy from 50 per cent in 2019 to 75 per cent by 2023. 	<p>NAPLAN benchmark growth increase the percentage of students at and above benchmark growth in: Reading from 30% to 50% (4 students at or above) Writing from 0% to 25% (2 students at or above)</p>

			Numeracy from 50% to 63% (5 students at or above)
		<p>Increase the per cent of P-6 students achieving at or above the expected level according to teacher judgment in:</p> <ul style="list-style-type: none"> • reading and viewing from 85 per cent in 2019 to 90 per cent by 2023 • writing from 84 per cent in 2019 to 90 per cent by 2023 • number and algebra from 85 per cent in 2019 to 90 per cent by 2023. 	<p>In 2020, the percent of P-6 students achieving at or above the expected level, according to Teacher Judgements, to be maintained at, or improved:</p> <p>Reading - 85% Writing - 85% Numeracy - 85%</p> <p>PAT: In 2020, all students to achieve 12 months growth for 12 months learning in reading, writing and numeracy</p>
		<p>Staff Opinion Survey increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> • Academic emphasis from 54 per cent in 2019 to 75 per cent by 2023 • Collective efficacy from 61 per cent in 2019 to 75 per cent by 2023 • Guaranteed and viable curriculum from 42 per cent in 2019 to 75 per cent by 2023. 	<p>Staff Opinion Survey increase the per cent of positive endorsement in:</p> <p>Academic emphasis from 54% to 65% Collective efficacy from 61% to 65% Guaranteed and viable curriculum from 42% to 50%</p>
Improve student engagement in learning	Yes	<p>Attendance –</p> <p>Reduce the per cent of students with 20+ days absent from 37 in 2019 to 20 by 2023</p> <p>Reduce average days absent per FTE from 20.1 in 2019 to 16 by 2023</p>	<p>Reduce the per cent of students with 20+ days absent from 37 in 2019 to 25</p> <p>Reduce average days absent per FTE from 20.1 in 2019 to 15</p>

		<p>Staff Opinion Survey increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> • Parent and community involvement from 69 per cent in 2019 to 75 per cent by 2023 • Trust in students and parents from 43 per cent in 2019 to 75 per cent by 2023. 	<p>Staff Opinion Survey increase the per cent of positive endorsement in: Parent and community involvement from 69% to 75% Trust in students and parents from 43% to 50%</p>
		<p>Students Attitudes to School survey increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> • Stimulated learning from 70 per cent in 2019 to 80 per cent by 2023 • Sense of confidence from 70 per cent in 2019 to 80 per cent by 2023 • Student voice and agency from 65 per cent in 2019 to 80 per cent by 2023 • Differentiated learning challenge from 77 per cent in 2019 to 80 per cent by 2023. 	<p>Students Attitudes to School survey increase the per cent of positive endorsement in: Stimulated learning from 70% to 80% Sense of confidence from 70% to 80% Student voice and agency from 65% to 57% Differentiated learning challenge from 77% to 80%</p>
		<p>Parent Opinion Survey increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> • Student motivation from 75 per cent in 2019 to 85 per cent by 2023 • Parent participation and involvement from 75 per cent in 2019 to 85 per cent by 2023. 	<p>Parent Opinion Survey increase the per cent of positive endorsement in: Student motivation from 75% to 80% Parent participation and involvement from 75% to 80%</p>

Goal 1	Improve learning outcomes for all students	
12 Month Target 1.1	NAPLAN increase the per cent in the top two bands in Year 5: Reading from 8% to 33% (maintain 3 students) Writing from 0% to 25% (maintain 1 student and increase by 1 student) Numeracy from 0% to 28% (maintain 1 student and increase by 1 student)	
12 Month Target 1.2	NAPLAN decrease the per cent of students in the bottom two bands in Year 5 in: Reading from 42% to 11% (students in BTB to stay the same) Writing from 58% to 0% (students in BTB to stay the same) Numeracy 33 to 29% (students in BTB to stay the same)	
12 Month Target 1.3	NAPLAN benchmark growth increase the percentage of students at and above benchmark growth in: Reading from 30% to 50% (4 students at or above) Writing from 0% to 25% (2 students at or above) Numeracy from 50% to 63% (5 students at or above)	
12 Month Target 1.4	In 2020, the percent of P-6 students achieving at or above the expected level, according to Teacher Judgements, to be maintained at, or improved: Reading - 85% Writing - 85% Numeracy - 85% PAT: In 2020, all students to achieve 12 months growth for 12 months learning in reading, writing and numeracy	
12 Month Target 1.5	Staff Opinion Survey increase the per cent of positive endorsement in: Academic emphasis from 54% to 65% Collective efficacy from 61% to 65% Guaranteed and viable curriculum from 42% to 50%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Embed curriculum planning and implementation practices to engage and challenge all students	No

KIS 2 Curriculum planning and assessment	Embed curriculum planning and implementation practices to engage and challenge all students	No
KIS 3 Curriculum planning and assessment	Implement a whole school, evidence based instructional model incorporating high impact teaching strategies underpinned by a pedagogical model	No
KIS 4 Evaluating impact on learning	Develop the capacity of all teachers to regularly collect, analyse and evaluate student learning growth to inform teaching and learning	No
KIS 5 Building practice excellence	Enhance teacher practice through the implementation of Professional Learning Communities	Yes
KIS 6 Instructional and shared leadership	Develop the instructional leadership capacity within the school	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.	Our self-evaluation against the FISO Continua of Practice noted that we have significant work to do in the area of enhancing teacher practice, and developing instructional leadership capacity. This finding was consistent with our school data results in regards to NAPLAN, Teacher Judgement and the Staff Opinion Survey. We have decided to work towards embedding PLCs and Instructional Leadership as a first step, as they will both empower us as a school to work towards embedding the other KIS in future years	
Goal 2	Improve student engagement in learning	
12 Month Target 2.1	Reduce the per cent of students with 20+ days absent from 37 in 2019 to 25 Reduce average days absent per FTE from 20.1 in 2019 to 15	
12 Month Target 2.2	Staff Opinion Survey increase the per cent of positive endorsement in: Parent and community involvement from 69% to 75% Trust in students and parents from 43% to 50%	

12 Month Target 2.3	Students Attitudes to School survey increase the per cent of positive endorsement in: Stimulated learning from 70% to 80% Sense of confidence from 70% to 80% Student voice and agency from 65% to 57% Differentiated learning challenge from 77% to 80%
12 Month Target 2.4	Parent Opinion Survey increase the per cent of positive endorsement in: Student motivation from 75% to 80% Parent participation and involvement from 75% to 80%
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Improve student voice, agency and leadership No
KIS 2 Vision, values and culture	Embed a culture of high expectations of learning effort and engagement for all students Yes
KIS 3 Curriculum planning and assessment	Develop teacher capacity to scaffold and differentiate learning to enable students to achieve learning goals No
KIS 4 Parents and carers as partners	Embed a culture of partnership with parents and carers to enhance student learning 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.	The self evaluation against FISO indicated the need to ensure there is a culture of high expectations of learning effort and engagement for all students. This is reflected within the school's attendance data and attitudes to school survey results. In order to improve student engagement in learning, we believe Magpie PS needs a common approach to student management. By implementing SWPBs, we will be able to take the needs of Magpie PS into account, while developing a system that will support positive behaviours being demonstrated. Through this, we believe a culture of high expectations of learning effort and engagement will also be evident.

Define Actions, Outcomes and Activities

Goal 1	Improve learning outcomes for all students
12 Month Target 1.1	NAPLAN increase the per cent in the top two bands in Year 5: Reading from 8% to 33% (maintain 3 students) Writing from 0% to 25% (maintain 1 student and increase by 1 student) Numeracy from 0% to 28% (maintain 1 student and increase by 1 student)
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12 Month Target 1.5	Staff Opinion Survey increase the per cent of positive endorsement in: Academic emphasis from 54% to 65% Collective efficacy from 61% to 65% Guaranteed and viable curriculum from 42% to 50%
KIS 1 Building practice excellence	Enhance teacher practice through the implementation of Professional Learning Communities

Actions	As a school, we will implement PLCs to support teachers to partake in inquiry, evaluate their impact and focus on student learning.			
Outcomes	<ul style="list-style-type: none"> - Teachers using evidence to support their teaching - Sharing of practice through PLC meetings 			
Success Indicators	<ul style="list-style-type: none"> - Teacher judgements – semester 1 vs semester 2 - Anecdotal evidence from teachers - Development of writing portfolios - Planning documents and PLC minutes 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Assessment schedule implemented with fidelity	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PLCs -Maturity Matrix completed -Norms/protocols revisited -Intro to PLCs -PLC Inquiry for teachers	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Writing moderation – including the development of moderation templates aligned to Vic Curric	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of digital writing portfolios	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used
KIS 2 Instructional and shared leadership	Develop the instructional leadership capacity within the school			
Actions	As a school, we will implement PLCs to support teachers to partake in inquiry, evaluate their impact and focus on student learning.			
Outcomes	<ul style="list-style-type: none"> - Teachers using evidence to support their teaching - Sharing of practice through PLC meetings 			
Success Indicators	<ul style="list-style-type: none"> - Teacher judgements – semester 1 vs semester 2 - Anecdotal evidence from teachers - Development of writing portfolios - Planning documents and PLC minutes 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development and continuation of Leadership Team	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Classroom teacher to lead work on writing moderation and development of writing portfolios	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Classroom teacher to lead assessment schedule and unpacking of student learning data	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3	\$10,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Improve student engagement in learning			
12 Month Target 2.1	Reduce the per cent of students with 20+ days absent from 37 in 2019 to 25 Reduce average days absent per FTE from 20.1 in 2019 to 15			
12 Month Target 2.2	Staff Opinion Survey increase the per cent of positive endorsement in: Parent and community involvement from 69% to 75% Trust in students and parents from 43% to 50%			
12 Month Target 2.3	Students Attitudes to School survey increase the per cent of positive endorsement in: Stimulated learning from 70% to 80% Sense of confidence from 70% to 80% Student voice and agency from 65% to 57% Differentiated learning challenge from 77% to 80%			
12 Month Target 2.4	Parent Opinion Survey increase the per cent of positive endorsement in: Student motivation from 75% to 80% Parent participation and involvement from 75% to 80%			
KIS 1 Vision, values and culture	Embed a culture of high expectations of learning effort and engagement for all students			
Actions	As a school, we will engage with the DET SWPBs Coach to support Magpie PS with the implementation of SWPBs			
Outcomes	<ul style="list-style-type: none"> - Positive language being used by school community - Common approach to behaviour responses - Development of school FB page to encourage connectedness to the school 			
Success Indicators	<ul style="list-style-type: none"> - Development of draft SWPBs matrix - Documented process for supporting student behaviour 			

	<ul style="list-style-type: none"> - Improved attendance due to students feeling engaged in their learning - Increase in student voice through development of matrix 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Contact and engage with SWPB Coach	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Student Forums focussing on values and expected behaviours	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$35,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of SWPB team	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of draft matrix and behaviour processes	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input 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	\$57,000.00	\$57,000.00
Additional Equity funding	\$200,000.00	\$200,000.00
Grand Total	\$257,000.00	\$257,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Assessment schedule implemented with fidelity	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00
Classroom teacher to lead assessment schedule and unpacking of student learning data	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Student Forums focussing on values and expected behaviours	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$35,000.00	\$35,000.00
Development of SWPB team	from: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00

	to: Term 4			
Totals			\$57,000.00	\$57,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
ES staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$50,000.00	\$50,000.00
Professional Learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00
CRT for PL and development	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Teacher release	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$95,000.00	\$95,000.00
Resources	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$20,000.00	\$20,000.00
Intervention Programs	from: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$15,000.00	\$15,000.00

	to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources		
Totals			\$200,000.00	\$200,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLCs -Maturity Matrix completed -Norms/protocols revisited -Intro to PLCs -PLC Inquiry for teachers	<input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Writing moderation – including the development of moderation templates aligned to Vic Curric	<input checked="" type="checkbox"/> Teacher(s)	from: Term 4 to: Term 4	<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"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site