

# 2021 Annual Implementation Plan

## for improving student outcomes

Magpie Primary School (2271)

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Submitted for review by Penelope Ellis (School Principal) on 07 December, 2020 at 02:35 PM  
Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 14 December, 2020 at 11:44 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2021

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

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

<b>Enter your reflective comments</b>	The school undertook a review in Term One of 2020. Following this, there was an extended period of remote learning prior to the principal retiring. Due to this, the self-evaluation level is reflective of the panel's findings as a part of the review process.
<b>Considerations for 2021</b>	In 2021, we will continue to implement PLCs within the school. PLCs will be used to unpack the curriculum and develop a GVC for the school. Teachers will be involved in collaborative discussions and will use PLC time to learn from one another. The first focus will be on writing, followed by reading and numeracy. The school will also continue to implement SWPBs.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	Improve learning outcomes for all students
<b>Target 2.1</b>	<p>NAPLAN increase the per cent in the top two bands in Year 5:</p> <ul style="list-style-type: none"> <li>• reading from 8 per cent in 2019 to 25 per cent by 2023</li> <li>• writing from 0 per cent in 2019 to 25 per cent by 2023</li> <li>• numeracy from 0 per cent in 2019 to 25 per cent by 2023.</li> </ul>
<b>Target 2.2</b>	<p>NAPLAN decrease the per cent of students in the bottom two bands in Year 5 in:</p> <ul style="list-style-type: none"> <li>• reading from 42 per cent in 2019 to 25 per cent by 2023</li> <li>• writing from 58 per cent in 2019 to 25 per cent by 2023</li> <li>• numeracy from 33 per cent in 2019 to 25 per cent by 2023.</li> </ul>

<b>Target 2.3</b>	<p>NAPLAN benchmark growth increase the percentage of students at and above benchmark growth in:</p> <ul style="list-style-type: none"> <li>• reading from 30 per cent in 2019 to 75 per cent by 2023</li> <li>• writing from 0 per cent in 2019 to 75 per cent by 2023</li> <li>• numeracy from 50 per cent in 2019 to 75 per cent by 2023.</li> </ul>
<b>Target 2.4</b>	<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"> <li>• reading and viewing from 85 per cent in 2019 to 90 per cent by 2023</li> <li>• writing from 84 per cent in 2019 to 90 per cent by 2023</li> <li>• number and algebra from 85 per cent in 2019 to 90 per cent by 2023.</li> </ul>
<b>Target 2.5</b>	<p>Staff Opinion Survey increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 54 per cent in 2019 to 75 per cent by 2023</li> <li>• Collective efficacy from 61 per cent in 2019 to 75 per cent by 2023</li> <li>• Guaranteed and viable curriculum from 42 per cent in 2019 to 75 per cent by 2023.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Embed curriculum planning and implementation practices to engage and challenge all students
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Embed curriculum planning and implementation practices to engage and challenge all students

<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Implement a whole school, evidence based instructional model incorporating high impact teaching strategies underpinned by a pedagogical model
<b>Key Improvement Strategy 2.d</b> Evaluating impact on learning	Develop the capacity of all teachers to regularly collect, analyse and evaluate student learning growth to inform teaching and learning
<b>Key Improvement Strategy 2.e</b> Building practice excellence	Enhance teacher practice through the implementation of Professional Learning Communities
<b>Key Improvement Strategy 2.f</b> Instructional and shared leadership	Develop the instructional leadership capacity within the school
<b>Goal 3</b>	Improve student engagement in learning
<b>Target 3.1</b>	Attendance –  Reduce the per cent of students with 20+ days absent from 37 in 2019 to 20 by 2023  Reduce average days absent per FTE from 20.1 in 2019 to 16 by 2023
<b>Target 3.2</b>	Staff Opinion Survey increase the per cent of positive endorsement in:  <ul style="list-style-type: none"> <li>• Parent and community involvement from 69 per cent in 2019 to 75 per cent by 2023</li> <li>• Trust in students and parents from 43 per cent in 2019 to 75 per cent by 2023.</li> </ul>
<b>Target 3.3</b>	Students Attitudes to School survey increase the per cent of positive endorsement in:  <ul style="list-style-type: none"> <li>• Stimulated learning from 70 per cent in 2019 to 80 per cent by 2023</li> <li>• Sense of confidence from 70 per cent in 2019 to 80 per cent by 2023</li> </ul>

	<ul style="list-style-type: none"> <li>• Student voice and agency from 65 per cent in 2019 to 80 per cent by 2023</li> <li>• Differentiated learning challenge from 77 per cent in 2019 to 80 per cent by 2023.</li> </ul>
<b>Target 3.4</b>	<p>Parent Opinion Survey increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> <li>• Student motivation from 75 per cent in 2019 to 85 per cent by 2023</li> <li>• Parent participation and involvement from 75 per cent in 2019 to 85 per cent by 2023.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Improve student voice, agency and leadership
<b>Key Improvement Strategy 3.b</b> Vision, values and culture	Embed a culture of high expectations of learning effort and engagement for all students
<b>Key Improvement Strategy 3.c</b> Curriculum planning and assessment	Develop teacher capacity to scaffold and differentiate learning to enable students to achieve learning goals
<b>Key Improvement Strategy 3.d</b> 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
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>LEARNING, CATCH-UP and EXTENSION PRIORITY:</p> <p>Students engaged in the Levelled Literacy Intervention and Tutoring program to demonstrate more than 6 months growth with in a 6 month period, according to TJ, F&amp;P Benchmarking and PAT reading</p> <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)            Numeracy from 50% to 63% (5 students at or above)</p> <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:            Reading - 85%            Writing - 85%            Numeracy - 85%</p>



			<p>In 2020, all students to achieve 12 months growth for 12 months learning in reading, writing and numeracy according to PAT testing</p> <p>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%</p> <p>HAPPY, ACTIVE AND HEALTHY KIDS:</p> <p>Reduce average days absent per FTE from 20.1 in 2019 to 15</p> <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>CONNECTED SCHOOLS:</p> <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>
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Improve learning outcomes for all students	No	<p>NAPLAN increase the per cent in the top two bands in Year 5:</p> <ul style="list-style-type: none"> <li>• reading from 8 per cent in 2019 to 25 per cent by 2023</li> <li>• writing from 0 per cent in 2019 to 25 per cent by 2023</li> <li>• numeracy from 0 per cent in 2019 to 25 per cent by 2023.</li> </ul>	
		<p>NAPLAN decrease the per cent of students in the bottom two bands in Year 5 in:</p> <ul style="list-style-type: none"> <li>• reading from 42 per cent in 2019 to 25 per cent by 2023</li> <li>• writing from 58 per cent in 2019 to 25 per cent by 2023</li> <li>• numeracy from 33 per cent in 2019 to 25 per cent by 2023.</li> </ul>	
		<p>NAPLAN benchmark growth increase the percentage of students at and above benchmark growth in:</p> <ul style="list-style-type: none"> <li>• reading from 30 per cent in 2019 to 75 per cent by 2023</li> <li>• writing from 0 per cent in 2019 to 75 per cent by 2023</li> <li>• numeracy from 50 per cent in 2019 to 75 per cent by 2023.</li> </ul>	
		<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"> <li>• reading and viewing from 85 per cent in 2019 to 90 per cent by 2023</li> <li>• writing from 84 per cent in 2019 to 90 per cent by 2023</li> </ul>	

		<ul style="list-style-type: none"> <li>• number and algebra from 85 per cent in 2019 to 90 per cent by 2023.</li> </ul>	
		<p>Staff Opinion Survey increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 54 per cent in 2019 to 75 per cent by 2023</li> <li>• Collective efficacy from 61 per cent in 2019 to 75 per cent by 2023</li> <li>• Guaranteed and viable curriculum from 42 per cent in 2019 to 75 per cent by 2023.</li> </ul>	
Improve student engagement in learning	No	<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>Staff Opinion Survey increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> <li>• Parent and community involvement from 69 per cent in 2019 to 75 per cent by 2023</li> <li>• Trust in students and parents from 43 per cent in 2019 to 75 per cent by 2023.</li> </ul>	

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

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>LEARNING, CATCH-UP and EXTENSION PRIORITY:</p> <p>Students engaged in the Levelled Literacy Intervention and Tutoring program to demonstrate more than 6 months growth with in a 6 month period, according to TJ, F&amp;P Benchmarking and PAT reading</p> <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>

	<p>Numeracy from 50% to 63% (5 students at or above)</p> <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:  Reading - 85%  Writing - 85%  Numeracy - 85%</p> <p>In 2020, all students to achieve 12 months growth for 12 months learning in reading, writing and numeracy according to PAT testing</p> <p>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%</p> <p>HAPPY, ACTIVE AND HEALTHY KIDS:</p> <p>Reduce average days absent per FTE from 20.1 in 2019 to 15</p> <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>CONNECTED SCHOOLS:</p> <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>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes

<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>LEARNING, CATCH-UP and EXTENSION PRIORITY:</p> <p>Students engaged in the Levelled Literacy Intervention and Tutoring program to demonstrate more than 6 months growth with in a 6 month period, according to TJ, F&amp;P Benchmarking and PAT reading</p> <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)            Numeracy from 50% to 63% (5 students at or above)</p> <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:            Reading - 85%            Writing - 85%            Numeracy - 85%</p> <p>In 2020, all students to achieve 12 months growth for 12 months learning in reading, writing and numeracy according to PAT testing</p> <p>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%</p> <p>HAPPY, ACTIVE AND HEALTHY KIDS:</p> <p>Reduce average days absent per FTE from 20.1 in 2019 to 15</p> <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>CONNECTED SCHOOLS:</p> <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>
<p><b>KIS 1</b>  Curriculum planning and assessment</p>	<p>Learning, catch-up and extension priority</p>
<p><b>Actions</b></p>	<p>Magpie Primary School has selected the KIS in line with the DET 2021 requirements and needs of MPS. In the first year of the new SSP, Actions related to implementing PLCs in order to develop a culture of collaboration. Meeting time during Term 4 was designated to PLCs, where teachers worked together to develop a Writing Continuum and Writing Marking Sheets to support writing moderation.</p> <p>In 2021, Magpie PS has chosen the following Actions in order to continue our work towards the SSP Goals:</p> <ul style="list-style-type: none"> <li>- Continue the work begun in 2020 by embedding the Writing Continuum and marking sheets, and by documenting a Guaranteed and Viable Curriculum in Writing, Reading and Numeracy.</li> <li>- Implement an evidence based intervention program in reading</li> <li>- Engage and begin working with the numeracy improvement initiative</li> </ul>
<p><b>Outcomes</b></p>	<p>The school expects to see the following Outcomes (changes in knowledge, skills or behaviours).</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Use multiple sources of evidence to track the documentation and implementation of the GVC including barriers and enablers.</li> <li>- Provide PL opportunities to staff</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Collaborate alongside one another to document the GVC</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Know what they can expect to learn each year</li> </ul>



Success Indicators	<ul style="list-style-type: none"> <li>- Development and documentation of GVC in writing, reading and maths</li> <li>- PLC Meeting minutes of collaboration activities where staff are documenting the curriculum</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implementation and monitoring of Writing Moderation Continuum and Checklist	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Purchase of LLI F&P Kit	<input checked="" type="checkbox"/> Literacy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Running of LLI, STAP (ES-1)	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input type="checkbox"/> Equity funding will be used
Tutor Funding	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$46,000.00  <input type="checkbox"/> Equity funding will be used
School visits (observations of writing)	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Numeracy PL	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Literacy PL	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Engagement with numeracy initiative	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<p>Magpie Primary School has selected the KIS in line with the DET 2021 requirements and needs of MPS. In the first year of the new SSP, Actions related to implementing SWPBs and a Behaviour Management process in order to develop a calm and orderly learning environment. Meeting time during Term 4 was designated to SWPBs and the Behaviour Flowchart, where teachers worked together to refine practices and plan for the future.</p> <p>In 2021, Magpie PS has chosen the following Actions in order to continue our work towards the SSP Goals:</p> <ul style="list-style-type: none"> <li>- Continue to implement SWPB, including a whole school rewards system</li> <li>- Teaching of RR</li> <li>- Provide opportunities for families and community members to reengage with the school</li> </ul>			
<b>Outcomes</b>	<p>The school expects to see the following Outcomes (changes in knowledge, skills or behaviours).</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Use multiple sources of evidence to track the documentation and implementation of SWPB, including barriers and enablers.</li> </ul>			

	<ul style="list-style-type: none"> <li>- Provide PL opportunities to staff</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Collaborate to develop and implement SWPBs</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Be able to identify the expected behaviours at MPS</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Development and implementation of SWPB Matrix</li> <li>- Whole school rewards system</li> <li>- Reduction in minor behaviours</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Running of Positive Behaviour Support (ES-1)	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Trauma informed PL	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Release time to support SWPB	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Breakfast Club and engagement activities	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	<p>Magpie Primary School has selected the KIS in line with the DET 2021 requirements and needs of MPS. In the first year of the new SSP, Actions related to implementing engaging parents and community members</p> <p>In 2021, Magpie PS has chosen the following Actions in order to continue our work towards the SSP Goals:</p> <ul style="list-style-type: none"> <li>- Development of parent community hub</li> <li>- Running of First Magpie Gully Fair to support connectedness to community</li> <li>- Chaplaincy engagement</li> <li>- Continuation and refinement of Breakfast Club program</li> </ul>			
<b>Outcomes</b>	<p>The school expects to see the following Outcomes (changes in knowledge, skills or behaviours).</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Use multiple sources of evidence to track the community connectedness to school</li> <li>- Provide PL opportunities to staff</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Support families and the community in being connected to MPS</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Be active members of the school community</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Improvement in student voice and agency</li> <li>- Refinement and implementation of student leadership positions</li> <li>- Effective running of parent hub and Magpie Gully Fair</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Development of community hub making use of the art room	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Magpie Gully Fair	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Parent information sessions - teaching students to read and using compass	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Breakfast Club and cooking engagement program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$68,000.00	\$75,000.00
Additional Equity funding	\$195,000.00	\$195,000.00
<b>Grand Total</b>	<b>\$263,000.00</b>	<b>\$270,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Purchase of LLI F&P Kit	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00
School visits (observations of writing)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Numeracy PL	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	\$3,000.00
Literacy PL	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00

		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)		
Running of Positive Behaviour Support (ES-1)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Trauma informed PL	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Release time to support SWPB	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$22,000.00	\$22,000.00
Breakfast Club and engagement activities	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$10,000.00	\$10,000.00
Parent information sessions - teaching students to read and using compass	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00
Breakfast Club and cooking engagement program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$3,000.00	\$10,000.00
<b>Totals</b>			<b>\$68,000.00</b>	<b>\$75,000.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
ES to support in classes with literacy and numeracy	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$50,000.00	\$50,000.00
Professional learning for staff based on school goals	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Purchase of resources to support disadvantaged students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$20,000.00	\$20,000.00
Additional Classroom support for safe and orderly environment	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$120,000.00	\$120,000.00
<b>Totals</b>			\$195,000.00	\$195,000.00



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implementation and monitoring of Writing Moderation Continuum and Checklist	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
School visits (observations of writing)	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site School visits
Numeracy PL	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Literacy PL	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Engagement with numeracy initiative	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Trauma informed PL	<input checked="" type="checkbox"/> All Staff	from: Term 3 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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants TBC	<input checked="" type="checkbox"/> On-site