

# 2020 Annual Implementation Plan

for improving student outcomes

Romsey Primary School (0366)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2020

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
Excellence in teaching and learning	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Excelling
	Vision, values and culture	Embedding
Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding
Community engagement in learning	Building communities	Embedding
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Evolving moving towards Embedding

### Enter your reflective comments

2019 has been a successful year for the students and staff at Romsey Primary school. Our overall school performance group has moved from being a renew to a stretch school. Performance is improving from moderate low base and we expect continued improvement in the coming year. Our major areas of improvement have been in Numeracy and Reading growth and improvement in the school climate domain. Steady growth over the last 3 years as the culture has been transformed from a complex culture to a culture that values and demonstrates collaborative, data informed practice, which is focused on each learner in the school. The student attitude data has improved when the Yr4 student cohort is included.

	<p>NAPLAN High Relative Growth SSP Focus</p> <table border="1"> <thead> <tr> <th></th> <th>Targets 2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>25%</td> <td>14%</td> <td>5.6%</td> <td>16%</td> <td>21%</td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>25%</td> <td>6%</td> <td>18%</td> <td>16%</td> <td>26%*</td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>9%</td> <td>17.6%</td> <td>14%</td> <td>25%*</td> <td></td> <td></td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>22%</td> <td>18%</td> <td>23%</td> <td>20%</td> <td></td> <td></td> </tr> <tr> <td>Gram/Punct</td> <td>25%</td> <td>9%</td> <td>3%</td> <td>16%</td> <td>27%*</td> <td></td> <td></td> </tr> </tbody> </table> <p>Achieved*</p> <p>Staff Survey results have shown significant improvement in all areas of the survey. With us achieving at or above state percentages in the Leadership and Professional Learning domains.</p>		Targets 2016	2017	2018	2019				Numeracy	25%	14%	5.6%	16%	21%			Reading	25%	6%	18%	16%	26%*			Writing	25%	9%	17.6%	14%	25%*			Spelling	25%	22%	18%	23%	20%			Gram/Punct	25%	9%	3%	16%	27%*		
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<p><b>Considerations for 2020</b></p>	<p>Increase peer observation (learning walks, video analysis), feedback &amp; coaching (peer, team, leader). Evidenced through rigorous PDP plans and goals.            Use analysis of student data to identify professional development avenues for staff.            Increase student voice and agency in learning, enabling students to be actively involved in decision making and taking responsibility for their learning growth in all areas of the curriculum. Learning intentions, success criteria and goal setting with high expectations used to support student voice and agency.            In relation to Staff Survey results, Education Support Staff needs and understandings will require attention.</p> <p>Writing and Numeracy will be the content focus areas for 2020 AIP. Particular attention needs to be focused on the Year 3 (2019) cohort as their overall data indicates the need for intervention and support to be resourced.            Through analysis of our Literacy data and reflections from staff and working with our SSS (Psychologist and Speech Therapist) we believe we need to develop a stronger phonological approach in the P-2 area of the school to support our Literacy development.</p>																																																
<p><b>Documents that support this plan</b></p>	<p>Placemat of achievements.docx (0.31 MB)</p>																																																

## SSP Goals Target and KIS

<b>Goal 1</b>	To maximise the learning growth of every child in literacy and numeracy as measured by multiple and rigorous school-wide sources of evidence.																																																																																																																																																																																																																																																																																				
<b>Target 1.1</b>	<p><b>Vic Curriculum</b></p> <p>1. The number of students achieving in the top 2 bands as measured by Victorian Curriculum standards will increase to:</p> <ul style="list-style-type: none"> <li>• 40 % in Reading</li> <li>• 25% in Speaking and Listening</li> <li>• 25% in Writing</li> <li>• 25% Measurement and Geometry</li> <li>• 30% in Number and Algebra</li> <li>• 25% in Statistics and Probability <b>by 2020</b></li> </ul> <p><b>Vic Curric: Prep – 6</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Read</th> <th colspan="3">Speaking and Listening</th> <th colspan="3">Writing</th> </tr> <tr> <th>A&amp;B</th> <th>C</th> <th>D&amp;E</th> <th>A&amp;B</th> <th>C</th> <th>D&amp;E</th> <th>A&amp;B</th> <th>C</th> <th>D&amp;E</th> </tr> </thead> <tbody> <tr> <td><b>2020</b></td> <td><b>40%</b></td> <td></td> <td></td> <td><b>25%</b></td> <td></td> <td></td> <td><b>25%</b></td> <td></td> <td></td> </tr> <tr> <td><b>2015</b></td> <td>33%</td> <td>59%</td> <td>8%</td> <td>15%</td> <td>81%</td> <td>4%</td> <td>19%</td> <td>67%</td> <td>14%</td> </tr> <tr> <td>State</td> <td>43%</td> <td>49%</td> <td>8%</td> <td>22%</td> <td>73%</td> <td>5%</td> <td>27%</td> <td>62%</td> <td>11%</td> </tr> <tr> <td><b>2016</b></td> <td>32%</td> <td>57%</td> <td>11%</td> <td>15%</td> <td>78%</td> <td>6%</td> <td>18%</td> <td>67%</td> <td>14%</td> </tr> <tr> <td>State</td> <td>43%</td> <td>49%</td> <td>8%</td> <td>22%</td> <td>73%</td> <td>5%</td> <td>27%</td> <td>61%</td> <td>12%</td> </tr> <tr> <td><b>2017</b></td> <td>32%</td> <td>54%</td> <td>15%</td> <td>9%</td> <td>83%</td> <td>7%</td> <td>14%</td> <td>72%</td> <td>14%</td> </tr> <tr> <td>State</td> <td>43%</td> <td>49%</td> <td>8%</td> <td>22%</td> <td>73%</td> <td>5%</td> <td>27%</td> <td>61%</td> <td>12%</td> </tr> <tr> <td><b>2018</b></td> <td>30%</td> <td>58%</td> <td>12%</td> <td>8%</td> <td>82%</td> <td>10%</td> <td>12%</td> <td>74%</td> <td>14%</td> </tr> <tr> <td>State</td> <td>41%</td> <td>48%</td> <td>9%</td> <td>20%</td> <td>72%</td> <td>6%</td> <td>25%</td> <td>60%</td> <td>13%</td> </tr> <tr> <td><b>2019</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>State</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>2020</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>State</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" style="width: 100%; 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**NAPLAN Goal**

- **Increase percentage of students with high relative growth to:**
  - 25 % in Reading
  - 25 % Numeracy
  - 25% in Writing
  - 25% in Spelling **by 2020**

	Numeracy			Reading			Writing			Spelling		
	H	M	L	H	M	L	H	M	L	High	Med	Low
<b>2020</b>	<b>25%</b>			<b>25%</b>			<b>25%</b>			<b>25%</b>		
<b>2016</b>	<b>14%</b>	29%	57%	<b>6%</b>	46%	49%	<b>9%</b>	63%	28%	<b>22%</b>	46%	31%
<b>Sim</b>	23%	52%	25%	23%	51%	25%	22%	51%	28%			
<b>State</b>	24%	50%	26%	25%	50%	25%	24%	50%	26%			
<b>2017 targets</b>	<b>16%</b>			<b>8%</b>			<b>10%</b>			-		
<b>2017</b>	<b>5.6%</b>	55.6%	38.9%	<b>18%</b>	54%	27%	<b>17.6%</b>	50%	32.4%	<b>18%</b>	36%	44%
<b>Sim</b>	21%	52%	27%	25%	52%	23%	20%	52%	28%	No Data available	No Data available	No Data available
<b>State</b>												
<b>2018 targets</b>	To improve			20%			Impvnt to continue			20%		
<b>2018</b>	<b>16%</b>	55%	30%	<b>16%</b>	53%	30%	<b>14%</b>	55%	31%	<b>23%</b>	43%	34%
<b>Sim</b>	19%	59%	22%	19%	53%	28%	17%	54%	29%	22%	41%	38%
<b>State</b>	25%			25%			24%			26%		
<b>2019</b>	21%	52%	28%	27%	47%	27%	25%	50%	25%	20%	53%	27%
<b>Sim</b>	22%	50%	28%	24%	52%	24%	22%	50%	27%	21%	N/A	N/A
<b>State</b>	25%	50%	26%	25%	50%	26%	25%	50%	26%	24%	N/A	N/A
<b>2020</b>												
<b>Sim</b>												
<b>State</b>												

green improved

red no improvement

**Key Improvement Strategy 1.ay**  
Curriculum planning and assessment

Implement school wide, the "Workshop Model" incorporating Gradual Release for Reading.

**Key Improvement Strategy 1.by**  
Curriculum planning and assessment

Develop a school wide Assessment tracking system to identify students learning needs and to inform teaching practice.

<b>Key Improvement Strategy 1.cy</b> Building practice excellence	Build teacher capacity to use evidence based assessment practices to inform teaching and learning practices across the school.					
<b>Goal 2</b>	Build practice excellence through a collaborative and accountable culture that has high expectations for all learners including students, staff and parents.					
<b>Target 2.1</b>	1. To be at or above the state mean in the staff opinion survey in the components of the school climate, professional learning and leadership module.					
	<b>At or above state mean in School Climate by 2020. SSS</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
	School	57.01	65.44	65.14	68%	
	State	79.71	79.53	78.90	76%	
	Difference	-22.7	-14.9	-13.76	-8%	
	<p><span style="background-color: #90EE90;">Green</span> indicates achieved</p> <p><span style="background-color: #FFFF00;">Yellow</span> indicates improvement</p>					
	<b>At or above state mean in Professional Learning by 2020. SSS</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
	School	57.19	63.48	69.34	75%	
	State	79.76	79.66	80.12	75%	
	Difference	-22.57	-16.18	-10.78	0%	
	<p><span style="background-color: #90EE90;">Green</span> indicates achieved</p> <p><span style="background-color: #FFFF00;">Yellow</span> indicates improvement</p>					
	<b>At or above state mean in Leadership by 2020. SSS</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
	School	46.65	65	65.24	78%	
	State	77.54	77.98	78.04	76%	
	Difference	-30.89	-12.98	-12.80	+2%	
	<p><span style="background-color: #90EE90;">Green</span> indicates achieved</p> <p><span style="background-color: #FFFF00;">Yellow</span> indicates improvement</p>					
	1. To be at or above the state mean in the student attitude to school survey in the teaching and learning variables. ( data not available yet)					
	1. To be at or above the state mean in the parent opinion survey in the excellence in teaching and learning variable.( data not available yet)					

**Key Improvement Strategy 2.ay**  
Building practice excellence

Embed the Professional Learning Cycle involving all staff in using evidence to inform the planning of differentiated teaching and learning sequences.

**Goal 3**

To build the capacity of School Leaders to lead the learning in the school.

**Target 3.1**

1. To be at or above the state mean in the Staff Opinion Survey in the components of the leadership module.

	2016	2016	Gap	2017	2017	Gap	2018	2018	Gap	2019	2019	Gap	2020	2020	Gap
	State	School		State	School		State	School		State	School		State	School	
Leading change	71.6%	-25.6%	46%	71.9%	-52.6%	19.3%	71%	41%	30%	73%	72%	-1%			
Cultural Leadership	72.3%	9.3%	63%	72.9%	49.1%	23.8%	72%	36%	36%	75%	74%	-1%			
Flexibility	58.9%	12.5%	46.4%	59.6%	35.5%	24.1%	59%	32%	27%	62%	59%	-3%			
Intellectual Stimulation	79.9%	31.9%	48%	81.1%	61.8%	19.3%	81%	63%	20%	80%	92%	+12%			
Instructional Leadership	71.4%	19.2%	51.8%	72.9%	42.1%	30.8%	74%	42%	32%	79%	84%	+5%			
Parent and Community Involvement, Engagement and Outreach	78.1%	37%	41.1%	78.3%	65.8%	12.5%	78%	58%	20%	80%	84%	+4%			
Leader's support for change	75.1%	25.9%	49.2%	76%	47.4%	28.6%	74%	49%	25%	76%	78%	+2%			
Visibility	65.2%	25.9%	39.3%	65.5%	47.4%	18.1%	65%	32%	33%	68%	73%	+5%			
<b>Overall % endorsement</b>	<b>71.9%</b>	<b>23.6%</b>	<b>48.3%</b>	<b>72.8%</b>	<b>49.8%</b>	<b>23%</b>	<b>73%</b>	<b>45%</b>	<b>28%</b>	<b>76%</b>	<b>78%</b>	<b>+2%</b>			

Yellow indicates gap is closing.

Orange indicates gap is increasing

Red indicates decrease

Green indicates achieved.

2. To improve in all aspects of the leadership module on the Staff Opinion Survey.

	2016	2017	2018	2019	2020
Leading change	25.6%	52.6%	41%	72%	
Cultural Leadership	9.3%	49.1%	36%	74%	
Flexibility	12.5%	35.5%	32%	59%	
Intellectual Stimulation	31.9%	61.8%	63%	92%	
Instructional Leadership	19.2%	42.1%	42%	84%	
Parent and Community Involvement, Engagement and Outreach	37%	65.8%	58%	84%	

Leader's support for change	25.9%	47.4%	49%	78%
Visibility	25.9%	47.4%	32%	73%
<b>Overall % endorsement</b>	<b>23.6%</b>	<b>49.8%</b>	<b>45%</b>	<b>78%</b>

**Green** in table indicates achieved

**Red** indicates decrease

**Key Improvement Strategy 3.ay**  
Building leadership teams

Build a strong distributed leadership team (School Improvement Team SIT) to lead the implementation of the SSP and AIP.

**Key Improvement Strategy 3.by**  
Building leadership teams

Build leadership capacity of all teachers across the school as leaders of learning.

**Goal 4**

To implement a consistent Romsey based school-wide positive behaviour approach ( RPB) that ensures all students feel safe, learning time is maximised and students are engaged.

**Target 4.1**

1. Improve the measures managing bullying, experience of bullying and promoting positive behaviour in the Safety Domain in the parent opinion survey to be at or above state mean scores.

**Parent Data – Safety Domain**

**% positive results**

POS Safety data	2016 State	2016 School	2017 State	2017 School	Gap	2018 State	2018 School	Gap	2019 State	2019 School	Gap	2020 State	2020 School	Gap
<b>Managing Bullying</b>	NA	NA		75%		82%	63%	19%		53%				
My child feels safe at school				95%										
Confident in skills to manage bullying	NA	NA		55%										
<b>Experience of Bullying</b>														
My child has been bullied recently at school.	NA	NA		65%										
<b>Promoting Positive Behaviour</b>	NA	NA		93%		89%	83%	6%		76%				
This school has a consistent approach to promoting positive student behaviour.				90%										
Teachers at this school model positive behaviour				95%										

**Green** indicates achieved



**Yellow** indicates gap is closing

**Orange** indicates gap is increasing

**Red** indicates decrease

2. Improve the measures of classroom behaviour, school connectedness and student safety in the student attitude to school survey to be at or above state mean scores.

Attitude Schools student data

	2016 State	2016 School	2017 State	2017 School	Gap	2018 State	2018 School	Gap	2019 State	2019 School	Gap	2020 State	2020 School	Gap
Classroom behaviour	NA	NA		84%		80%	71%	-9%	80%	90%	+10%			
School connectedness	NA	NA		73%		81%	61%	-20%	81%	74%	-7%			
<b>Student safety</b> Advocate at school	NA	NA		89%		88%	84%	4%	88%	94%	+6%			
<b>Student Safety</b> Managing Bullying	NA	NA		84%		81%	71%	10%	81%	82%	+1%			
<b>Student Safety</b> Respect for Diversity	NA	NA		78%		81%	70%	9%	81%	82%	+1%			

**Green** indicates achieved

**Red** indicates decrease

**Orange** indicates gap increase

**Yellow** indicates gap is closing

3. Improve the measures of collective efficacy, collective responsibility, trust in parents and students and teacher collaboration in the staff opinion survey to be at or above state mean scores.

**School Climate trend Staff Survey**

	2016 State	2016 School	Gap	2017 State	2017 School	Gap	2018 State	2018 School	Gap	2019 State	2019 School	Gap	2020 State	2020 School

Collective Efficacy	79.86%	56.76%	-23.1%	77.98%	66.13%	11.85%	73%	36%	37%	75%	61%	14%		
Collective Responsibility	86.67%	65.42%	-21.25%	85.93%	73.86%	12.07%	87%	76%	11%	89%	81%	8%		
Trust in student and parents	77.02%	60.78%	-16.24%	75.34	63.47%	11.87%	68%	35%	33%	71%	60%	11%		
Teacher Collaboration	82.22%	47.56%	-34.66%	74.16%	70.07%	-4.09%	69%	48%	21%	70%	70%	0%		

**Green** indicates achieved

**Yellow** indicates gap is closing

**Orange** indicates gap is increasing

**Red** indicates decrease

4. To have below 12 days absence average across the school.

**Student engagement - Attendance data**

	Prep	1	2	3	4	5	6	Overall
2016	15.6	14.4	15.5	13.1	13.8	11.6	16.8	14.45
2017	14.1	15.6	17.3	12.6	15.1	13.9	12.9	11.77
2018	14.8	15	13.2	18.9	11.4	18.4	16.6	15.5
2019								
2020								

**Green** indicates achieved

**Yellow** indicates improvement

**Key Improvement Strategy 4.ay**  
Setting expectations and promoting inclusion

Implement and refine school wide positive behaviour approach. (Romsey Positive Behavior Support RPBS).

**Key Improvement Strategy 4.by**  
Setting expectations and promoting inclusion

Build relationships and trust across the RPS learning community.



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																																																																																																																																																												
To maximise the learning growth of every child in literacy and numeracy as measured by multiple and rigorous school-wide sources of evidence.	Yes	<p><b>Vic Curriculum</b></p> <p>1. The number of students achieving in the top 2 bands as measured by Victorian Curriculum standards will increase to:</p> <ul style="list-style-type: none"> <li>• 40 % in Reading</li> <li>• 25% in Speaking and Listening</li> <li>• 25% in Writing</li> <li>• 25% Measurement and Geometry</li> <li>• 30% in Number and Algebra</li> <li>• 25% in Statistics and Probability <b>by 2020</b></li> </ul> <p><b>Vic Curric: Prep – 6</b></p> <table border="1" data-bbox="403 1058 1605 1623"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Read</th> <th colspan="3">Speaking and Listening</th> <th colspan="3">Writing</th> </tr> <tr> <th>A&amp;B</th> <th>C</th> <th>D&amp;E</th> <th>A&amp;B</th> <th>C</th> <th>D&amp;E</th> <th>A&amp;B</th> <th>C</th> <th>D&amp;E</th> </tr> </thead> <tbody> <tr> <td><b>2020</b></td> <td><b>40%</b></td> <td></td> <td></td> <td><b>25%</b></td> <td></td> <td></td> <td><b>25%</b></td> <td></td> <td></td> </tr> <tr> <td><b>2015</b></td> <td><b>33%</b></td> <td>59%</td> <td>8%</td> <td><b>15%</b></td> <td>81%</td> <td>4%</td> <td><b>19%</b></td> <td>67%</td> <td>14%</td> </tr> <tr> <td>State</td> <td>43%</td> <td>49%</td> <td>8%</td> <td>22%</td> <td>73%</td> <td>5%</td> <td>27%</td> <td>62%</td> <td>11%</td> </tr> <tr> <td><b>2016</b></td> <td><b>32%</b></td> <td>57%</td> <td>11%</td> <td><b>15%</b></td> <td>78%</td> <td>6%</td> <td><b>18%</b></td> <td>67%</td> <td>14%</td> </tr> <tr> <td>State</td> <td>43%</td> <td>49%</td> <td>8%</td> <td>22%</td> <td>73%</td> <td>5%</td> <td>27%</td> <td>61%</td> <td>12%</td> </tr> <tr> <td><b>2017</b></td> <td><b>32%</b></td> <td>54%</td> <td>15%</td> <td><b>9%</b></td> <td>83%</td> <td>7%</td> <td><b>14%</b></td> <td>72%</td> <td>14%</td> </tr> <tr> <td>State</td> <td>43%</td> <td>49%</td> <td>8%</td> <td>22%</td> <td>73%</td> <td>5%</td> <td>27%</td> <td>61%</td> <td>12%</td> </tr> <tr> <td><b>2018</b></td> <td><b>30%</b></td> <td>58%</td> <td>12%</td> <td><b>8%</b></td> <td>82%</td> <td>10%</td> <td><b>12%</b></td> <td>74%</td> <td>14%</td> </tr> <tr> <td>State</td> <td>41%</td> <td>48%</td> <td>9%</td> <td>20%</td> <td>72%</td> <td>6%</td> <td>25%</td> <td>60%</td> <td>13%</td> </tr> <tr> <td><b>2019</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>State</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>2020</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>State</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="403 1717 1605 1906"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Measurement and Geometry</th> <th colspan="3">Number and Algebra</th> <th colspan="3">Statistics and Probability</th> </tr> <tr> <th>A&amp;B</th> <th>C</th> <th>D&amp;E</th> <th>A&amp;B</th> <th>C</th> <th>D&amp;E</th> <th>A&amp;B</th> <th>C</th> <th>D&amp;E</th> </tr> </thead> <tbody> <tr> <td><b>2020</b></td> <td><b>25%</b></td> <td></td> <td></td> <td><b>30%</b></td> <td></td> <td></td> <td><b>25%</b></td> <td></td> <td></td> </tr> <tr> <td><b>2015</b></td> <td><b>17%</b></td> <td>77%</td> <td>6%</td> <td><b>24%</b></td> <td>69%</td> <td>8%</td> <td><b>11%</b></td> <td>84%</td> <td>5%</td> </tr> </tbody> </table>		Read			Speaking and Listening			Writing			A&B	C	D&E	A&B	C	D&E	A&B	C	D&E	<b>2020</b>	<b>40%</b>			<b>25%</b>			<b>25%</b>			<b>2015</b>	<b>33%</b>	59%	8%	<b>15%</b>	81%	4%	<b>19%</b>	67%	14%	State	43%	49%	8%	22%	73%	5%	27%	62%	11%	<b>2016</b>	<b>32%</b>	57%	11%	<b>15%</b>	78%	6%	<b>18%</b>	67%	14%	State	43%	49%	8%	22%	73%	5%	27%	61%	12%	<b>2017</b>	<b>32%</b>	54%	15%	<b>9%</b>	83%	7%	<b>14%</b>	72%	14%	State	43%	49%	8%	22%	73%	5%	27%	61%	12%	<b>2018</b>	<b>30%</b>	58%	12%	<b>8%</b>	82%	10%	<b>12%</b>	74%	14%	State	41%	48%	9%	20%	72%	6%	25%	60%	13%	<b>2019</b>										State										<b>2020</b>										State											Measurement and Geometry			Number and Algebra			Statistics and Probability			A&B	C	D&E	A&B	C	D&E	A&B	C	D&E	<b>2020</b>	<b>25%</b>			<b>30%</b>			<b>25%</b>			<b>2015</b>	<b>17%</b>	77%	6%	<b>24%</b>	69%	8%	<b>11%</b>	84%	5%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN: High relative growth of 25% in all areas with a particular focus on Numeracy and Writing TEACHER JUDGEMENT: Reading – 35% Speaking – 15% Writing – 20% Measurement – 20% Number – 25% Stats – 20%</p>
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2016	19%	73%	7%	25%	66%	9%	13%	80%	7%
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2017	12%	79%	9%	21%	70%	9%	11%	82%	8%
State	26%	67%	7%	33%	58%	9%	24%	69%	7%
2018	9%	83%	8%	19%	72%	10%	9%	83%	9%
State	24%	66%	9%	31%	57%	10%	23%	67%	9%
2019									
State									
2020									
State									

**NAPLAN Goal**

- Increase percentage of students with high relative growth to:
  - 25 % in Reading
  - 25 % Numeracy
  - 25% in Writing
  - 25% in Spelling **by 2020**

	Numeracy			Reading			Writing			Spelling		
	H	M	L	H	M	L	H	M	L	High	Med	Low
2020	25%			25%			25%			25%		
2016	14%	29%	57%	6%	46%	49%	9%	63%	28%	22%	46%	31%
Sim	23%	52%	25%	23%	51%	25%	22%	51%	28%			
State	24%	50%	26%	25%	50%	25%	24%	50%	26%			
2017 targets	16%			8%			10%			-		
2017	5.6%	55.6%	38.9%	18%	54%	27%	17.6%	50%	32.4%	18%	36%	44%
Sim	21%	52%	27%	25%	52%	23%	20%	52%	28%	No Data available	No Data available	No Data available
State												
2018 targets	To improve			20%			Impvnt to continue			20%		
2018	16%	55%	30%	16%	53%	30%	14%	55%	31%	23%	43%	34%
Sim	19%	59%	22%	19%	53%	28%	17%	54%	29%	22%	41%	38%
State	25%			25%			24%			26%		
2019	21%	52%	28%	27%	47%	27%	25%	50%	25%	20%	53%	27%
Sim	22%	50%	28%	24%	52%	24%	22%	50%	27%	21%	N/A	N/A
State	25%	50%	26%	25%	50%	26%	25%	50%	26%	24%	N/A	N/A
2020												
Sim												
State												

green improved

red no improvement

Build practice excellence through a collaborative and accountable culture that has high expectations for all learners including students, staff and parents.

Yes

1. To be at or above the state mean in the staff opinion survey in the components of the school climate, professional learning and leadership module.

At or above state mean in School Climate by 2020. SSS	2016	2017	2018	2019	2020
School	57.01	65.44	65.14	68%	
State	79.71	79.53	78.90	76%	
Difference	-22.7	-14.9	-13.76	-8%	

Green indicates achieved

Yellow indicates improvement

At or above state mean in Professional Learning by 2020. SSS	2016	2017	2018	2019	2020
School	57.19	63.48	69.34	75%	
State	79.76	79.66	80.12	75%	
Difference	-22.57	-16.18	-10.78	0%	

Green indicates achieved

Yellow indicates improvement

At or above state mean in Leadership by 2020. SSS	2016	2017	2018	2019	2020
School	46.65	65	65.24	78%	
State	77.54	77.98	78.04	76%	
Difference	-30.89	-12.98	-12.80	+2%	

Green indicates achieved

Yellow indicates improvement

1. To be at or above the state mean in the student attitude to school survey in the teaching and learning variables. ( data not available yet)

1. To be at or above the state mean in the parent opinion survey in the excellence in teaching and learning variable.( data not available yet)

To maintain or improve our Staff survey data in the Professional learning and leadership modules. Reach state targets for school climate module. Increase or maintain the AToSS 4 areas.

Reach state targets for POS, 4 key modules, if a suitable sample of families is reached.

To build the capacity of School Leaders to lead the learning in the school.

No

1. To be at or above the state mean in the Staff Opinion Survey in the components of the leadership module.

	2016	2016	Gap	2017	2017	Gap	2018	2018	Gap	2019	2019	Gap	2020	2020	Gap
	State	School		State	School		State	School		State	School		State	School	
Leading change	71.6%	-25.6%	46%	71.9%	-52.6%	19.3%	71%	41%	30%	73%	72%	-1%			
Cultural Leadership	72.3%	9.3%	63%	72.9%	49.1%	23.8%	72%	36%	36%	75%	74%	-1%			
Flexibility	58.9%	12.5%	46.4%	59.6	35.5%	24.1%	59%	32%	27%	62%	59%	-3%			
Intellectual Stimulation	79.9%	31.9%	48%	81.1%	61.8%	19.3%	81%	63%	20%	80%	92%	+12%			
Instructional Leadership	71.4%	19.2%	51.8%	72.9%	42.1%	30.8%	74%	42%	32%	79%	84%	+5%			
Parent and Community Involvement, Engagement and Outreach	78.1%	37%	41.1%	78.3%	65.8%	12.5%	78%	58%	20%	80%	84%	+4%			
Leader's support for change	75.1%	25.9%	49.2%	76%	47.4%	28.6%	74%	49%	25%	76%	78%	+2%			
Visibility	65.2%	25.9%	39.3%	65.5%	47.4%	18.1%	65%	32%	33%	68%	73%	+5%			
<b>Overall % endorsement</b>	<b>71.9%</b>	<b>23.6%</b>	<b>48.3%</b>	<b>72.8%</b>	<b>49.8%</b>	<b>23%</b>	<b>73%</b>	<b>45%</b>	<b>28%</b>	<b>76%</b>	<b>78%</b>	<b>+2%</b>			

Yellow indicates gap is closing.

Orange indicates gap is increasing

Red indicates decrease

Green indicates achieved.

2. To improve in all aspects of the leadership module on the Staff Opinon Survey.

	2016	2017	2018	2019	2020
Leading change	25.6%	52.6%	41%	72%	
Cultural Leadership	9.3%	49.1%	36%	74%	
Flexibility	12.5%	35.5%	32%	59%	
Intellectual Stimulation	31.9%	61.8%	63%	92%	
Instructional Leadership	19.2%	42.1%	42%	84%	
Parent and Community Involvement, Engagement and Outreach	37%	65.8%	58%	84%	
Leader's support for change	25.9%	47.4%	49%	78%	
Visibility	25.9%	47.4%	32%	73%	
<b>Overall % endorsement</b>	<b>23.6%</b>	<b>49.8%</b>	<b>45%</b>	<b>78%</b>	

**Green** in table indicates achieved

**Red** indicates decrease

To implement a consistent Romsey based school-wide positive behaviour approach ( RPB) that ensures all students feel safe, learning time is maximised and students are engaged.

No

1. Improve the measures managing bullying, experience of bullying and promoting positive behaviour in the Safety Domain in the parent opinion survey to be at or above state mean scores.

**Parent Data – Safety Domain**

**% positive results**

POS Safety data	2016 State	2016 School	2017 State	2017 School	Gap	2018 State	2018 School	Gap	2019 State	2019 School	Gap	2020 State	2020 School	Gap
<b>Managing Bullying</b>	NA	NA		75%		82%	<b>63%</b>	19%		53%				
My child feels safe at school				95%										
Confident in skills to manage bullying	NA	NA		55%										
<b>Experience of Bullying</b>														
My child has been bullied recently at school.	NA	NA		65%										
<b>Promoting Positive Behaviour</b>	NA	NA		93%		89%	<b>83%</b>	6%		76%				
This school has a consistent approach to promoting positive student behaviour.				90%										
Teachers at this school model positive behaviour				95%										

**Green** indicates achieved

**Yellow** indicates gap is closing

**Orange** indicates gap is increasing

**Red** indicates decrease

2. Improve the measures of classroom behaviour, school connectedness and student safety in the student attitude to school survey to be at or above state mean scores.

Attitude Schools student data



	2016 State	2016 School	2017 State	2017 School	Gap	2018 State	2018 School	Gap	2019 State	2019 School	Gap	2020 State	2020 School	Gap
Classroom behaviour	NA	NA		84%		80%	71%	-9%	80%	90%	+10%			
School connectedness	NA	NA		73%		81%	61%	-20%	81%	74%	-7%			
<b>Student safety</b>														
Advocate at school	NA	NA		89%		88%	84%	4%	88%	94%	+6%			
<b>Student Safety</b>														
Managing Bullying	NA	NA		84%		81%	71%	10%	81%	82%	+1%			
<b>Student Safety</b>														
Respect for Diversity	NA	NA		78%		81%	70%	9%	81%	82%	+1%			

**Green** indicates achieved

**Red** indicates decrease

**Orange** indicates gap increase

**Yellow** indicates gap is closing

3. Improve the measures of collective efficacy, collective responsibility, trust in parents and students and teacher collaboration in the staff opinion survey to be at or above state mean scores.

**School Climate trend Staff Survey**

	2016 State	2016 School	Gap	2017 State	2017 School	Gap	2018 State	2018 School	Gap	2019 State	2019 School	Gap	2020 State	2020 School
Collective Efficacy	79.86%	56.76%	-23.1%	77.98%	66.13%	11.85%	73%	36%	37%	75%	61%	14%		
Collective Responsibility	86.67%	65.42%	-21.25%	85.93%	73.86%	12.07%	87%	76%	11%	89%	81%	8%		
Trust in student and parents	77.02%	60.78%	-16.24%	75.34	63.47%	11.87%	68%	35%	33%	71%	60%	11%		
Teacher Collaboration	82.22%	47.56%	-34.66%	74.16%	70.07%	-4.09%	69%	48%	21%	70%	70%	0%		

**Green** indicates achieved

**Yellow** indicates gap is closing

**Orange** indicates gap is increasing

**Red** indicates decrease

4. To have below 12 days absence average across the school.

**Student engagement - Attendance data**

	Prep	1	2	3	4	5	6	Overall
2016	15.6	14.4	15.5	13.1	13.8	11.6	16.8	14.45
2017	14.1	15.6	17.3	12.6	15.1	13.9	12.9	11.77
2018	14.8	15	13.2	18.9	11.4	18.4	16.6	15.5
2019								
2020								

**Green** indicates achieved

**Yellow** indicates improvement

<b>Goal 1</b>	To maximise the learning growth of every child in literacy and numeracy as measured by multiple and rigorous school-wide sources of evidence.	
<b>12 Month Target 1.1</b>	NAPLAN: High relative growth of 25% in all areas with a particular focus on Numeracy and Writing TEACHER JUDGEMENT: Reading – 35% Speaking – 15% Writing – 20% Measurement – 20% Number – 25% Stats – 20%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Implement school wide, the “Workshop Model” incorporating Gradual Release for Reading.	No
<b>KIS 2</b> Curriculum planning and assessment	Develop a school wide Assessment tracking system to identify students learning needs and to inform teaching practice.	No
<b>KIS 3</b> Building practice excellence	Build teacher capacity to use evidence based assessment practices to inform teaching and learning practices across the school.	Yes

<p>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.</p>	<p>Our self-evaluation against the FISO Continua of Practice noted that we have significant work to do in the area of student assessment, data literacy and differentiation. This finding was consistent with our School Staff Survey results reflecting a lack of teacher confidence in using data, understanding formative assessment, understanding how to analyse data and professional learning through peer observations. The SIT team also believe that through their observations and reflections that even though the staff believe they plan for differentiation this should be an area for professional learning. Our inability to achieve our SSP targets is additional evidence in this area. Based on teacher judgement and observations in classes, our teachers require support in how to diagnose and treat student learning outcome concerns. We believe that by building teacher capacity to analyse, diagnose and treat, learning should be within the students' zone of proximal development.</p>	
<p><b>Goal 2</b></p>	<p>Build practice excellence through a collaborative and accountable culture that has high expectations for all learners including students, staff and parents.</p>	
<p><b>12 Month Target 2.1</b></p>	<p>To maintain or improve our Staff survey data in the Professional learning and leadership modules. Reach state targets for school climate module. Increase or maintain the AToSS 4 areas.  Reach state targets for POS, 4 key modules, if a suitable sample of families is reached.</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Building practice excellence</p>	<p>Embed the Professional Learning Cycle involving all staff in using evidence to inform the planning of differentiated teaching and learning sequences.</p>	
<p>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.</p>	<p>Observations and reflections of planning documents indicate the need for further differentiation to meet the needs of our learners. So we can achieve our academic targets, especially in the area of teacher judgement which are not reaching our intended targets. Trend data over the last 4 years indicates a decrease in the number of students in the top 2 bands across all areas (Reading, Speaking, Writing, Number, Measurement, Statistics)</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To maximise the learning growth of every child in literacy and numeracy as measured by multiple and rigorous school-wide sources of evidence.			
<b>12 Month Target 1.1</b>	<p>NAPLAN: High relative growth of 25% in all areas with a particular focus on Numeracy and Writing</p> <p>TEACHER JUDGEMENT: Reading – 35% Speaking – 15% Writing – 20% Measurement – 20% Number – 25% Stats – 20%</p>			
<b>KIS 1</b> Building practice excellence	Build teacher capacity to use evidence based assessment practices to inform teaching and learning practices across the school.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Resourcing 2 Learning specialists (higher duties), 1 in the area of Numeracy and 1 in the area of Literacy we will be coaching staff on differentiation across the school.</li> <li>- PLCs to continue across the school in alignment with the AIP.</li> <li>- Teacher staffed Intervention and extension program for P- 4 students with a literacy focus, student's selected using school data sets (F&amp;P, PAT R, Conferences, SMART Spelling, EWOC)</li> <li>- Resourcing ES staffed Phonics based program for P- 2 students, working closely with SSS Speech Pathologists.</li> </ul>			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- be aware and able to access the levels at which all students are operating across the school, in the areas of Literacy and Numeracy.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- use data to guide differentiated learning tasks which will be evident in planning documents long term and short term.</li> <li>- use differentiated success criteria, meeting the needs of students in their lessons.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- know and be able to name the level at which they are learning.</li> <li>- set appropriate stretch goals for their learning.</li> <li>- be able to articulate their progress and growth.</li> </ul>			
<b>Success Indicators</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- use data sets in SIT meetings to oversee the teaching and learning programs across the school (SIT meeting minutes)</li> <li>- Learning Walk observations.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- PLC meeting minutes will evidence data sets used for planning</li> <li>- Learning Walk observations.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- be able to articulate their growth on their report comments</li> <li>- be able to articulate their goals and growth to Learning Walk teams.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Releasing Literacy leader (1 day per week) - data informed coaching, observations, planning with teams and Professional Learning design.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Releasing Numeracy leader (1 day per week) - data informed coaching, observations, planning with teams and Professional Learning design.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,000.00  <input checked="" type="checkbox"/> Equity funding will be used
PLCs cycle through inquiries informed by data in the areas of Literacy and Numeracy, reporting back to the whole staff on a termly basis.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Intervention P- 4 Daily teacher led intervention program, student selection informed by EWOC and various sources of data.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input type="checkbox"/> Equity funding will be used
Phonics Intervention P - 2 Daily ES led Phonics based intervention program, student selection informed by EWOC and various sources of data. This will be guided by the SSS Speech Therapist	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Build practice excellence through a collaborative and accountable culture that has high expectations for all learners including students, staff and parents.
<b>12 Month Target 2.1</b>	<p>To maintain or improve our Staff survey data in the Professional learning and leadership modules.            Reach state targets for school climate module.            Increase or maintain the AToSS 4 areas.</p> <p>Reach state targets for POS, 4 key modules, if a suitable sample of families is reached.</p>
<b>KIS 1</b> Building practice excellence	Embed the Professional Learning Cycle involving all staff in using evidence to inform the planning of differentiated teaching and learning sequences.
<b>Actions</b>	<p>Teachers individually and collectively engage in a cycle of inquiry to evaluate the effectiveness in using evidence to inform the planning of differentiated teaching and learning sequences. (PLC cycle)</p> <p>Create an explicit system for collaboration, classroom observation, the modelling of effective practice and feedback. Regularly observe and provide feedback on teaching, with support and input from leaders and input from students.</p> <p>Coaching from Literacy, Numeracy and Principal class leaders. (Assistant Principal Literacy coaching and Principal Numeracy coaching)            Leaders completing BASTOW Leading Literacy (AP &amp; Literacy Leader) &amp; Leading Numeracy (Principal &amp; Numeracy Leader) programs.</p>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- facilitate opportunities for staff to learn from each other and model continuous learning outcomes in their own practice.</li> <li>- develop a structured mentoring, coaching and Peer Observation program.</li> <li>- lead the development of Peer observation protocols &amp; proformas in collaboration with staff.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- routinely use student learning data to diagnose their own development priorities.</li> </ul>

	<ul style="list-style-type: none"> <li>- review actual changes in practice following formal professional learning programs, document the impact of new approaches and plan further improvements. (5 week planning)</li> <li>- differentiated teaching and learning sequences are validated by formal processes such as peer observations and learning walks.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- articulate that they are working at a level that is at their point of need.</li> </ul>
<b>Success Indicators</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- provide evidence through reflection journals relating to coaching, mentoring and Peer Observations</li> <li>- collect and analyse Peer Observation proformas and notes demonstrating growth in teaching and learning practices based on the focused HiTS</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- PLC cycle proforma showing data is being used to inform teaching and learning sequences and student groupings.</li> <li>- be able to demonstrate student learning growth through various forms of assessment.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- be able to move at least 12 months in months based on collected data.</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC cycle engaging with Literacy and Numeracy leader for planning, coaching & Peer observations	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional Learning sessions occurring after school, based on Professional learning needs	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Learning Walks and Peer Observations. All staff to be involved at various times throughout the year.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$44,000.00	\$44,000.00
Additional Equity funding	\$40,000.00	\$17,000.00
<b>Grand Total</b>	<b>\$84,000.00</b>	<b>\$61,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Releasing Literacy leader (1 day per week) - data informed coaching, observations, planning with teams and Professional Learning design.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$22,000.00	\$22,000.00
Releasing Numeracy leader (1 day per week) - data informed coaching, observations, planning with teams and Professional Learning design.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$22,000.00	\$22,000.00
<b>Totals</b>			<b>\$44,000.00</b>	<b>\$44,000.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Intervention & Extension P-4	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$40,000.00	\$17,000.00
<b>Totals</b>			<b>\$40,000.00</b>	<b>\$17,000.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Releasing Literacy leader (1 day per week) - data informed coaching, observations, planning with teams and Professional Learning design.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Assessment &amp; Reporting Coordinator</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Bastow program/course</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<input checked="" type="checkbox"/> On-site
Releasing Numeracy leader (1 day per week) - data informed coaching, observations, planning with teams and Professional Learning design.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assessment &amp; Reporting Coordinator</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Bastow program/course</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site
PLC cycle engaging with Literacy and Numeracy leader for planning, coaching & Peer observations	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Bastow program/course</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site