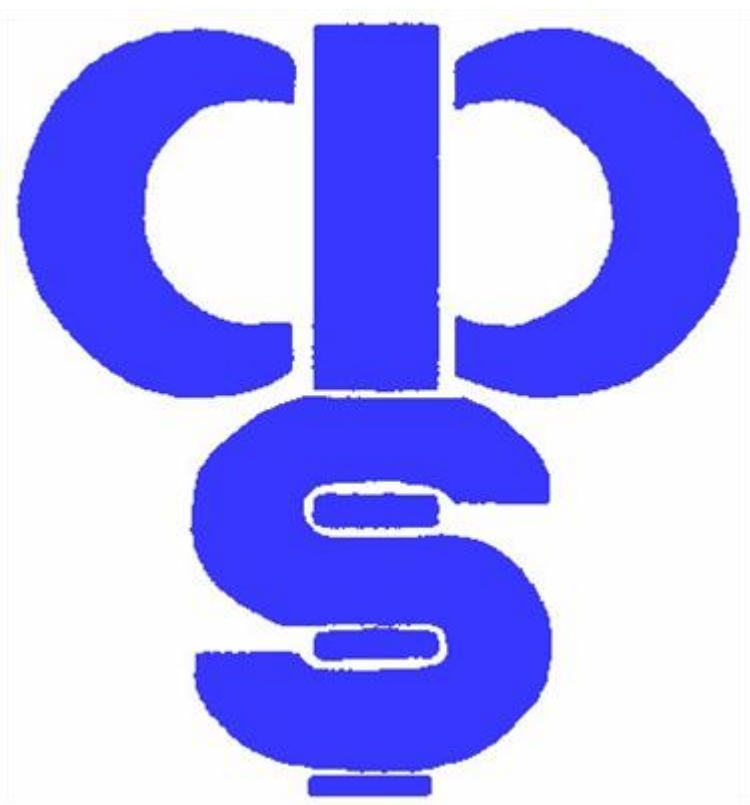


2021 Annual Implementation Plan

for improving student outcomes

Chilwell Primary School (2061)



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

Self-evaluation Summary - 2021

| | 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 | Embedding |
| | Curriculum planning and assessment | Embedding |
| | Evidence-based high-impact teaching strategies | Embedding |
| | Evaluating impact on learning | Embedding moving towards Excelling |
| Professional leadership | Building leadership teams | Excelling |
| | Instructional and shared leadership | Embedding moving towards Excelling |
| | Strategic resource management | Excelling |
| | Vision, values and culture | Embedding moving towards Excelling |

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

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

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| Enter your reflective comments | <p>The School Review undertaken in 2020 provided relevant and up to date reflection against FISO in November 2020 and this was used in consultation with staff to identify areas of focus.</p> <p>Student Voice and Agency was identified to empower students to be active contributors in their own learning. The majority of parents are willing and active participants and capable of supporting students when provided with some guidance, resources and goals.</p> <p>Student goal setting was identified by students during the review process as needing some consistency</p> |
| Considerations for 2021 | <p>Meeting Schedule altered to provide sufficient professional learning to implement Reading Instructional Model and learning from BASTOW and Respectful Relationships.</p> <p>Tutoring Learning Initiative prioritised and discussion of how to identify children that require support as a result of COVID will be investigated further with staff.</p> |

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| Documents that support this plan | |
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SSP Goals Targets and KIS

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| <p>Goal 1</p> | <p>Goal Zero (Department directed goal)</p> |
| <p>Target 1.1</p> | <p>KIS 1.a Reading and Numeracy Growth Project Data.</p> <p>Reading Growth Project - >80% students in top two bands.</p> <p>Numeracy Growth Project - >72% of students in top two bands.</p> <p>KIS 1.b Happy, active and healthy kids priority</p> <p>PIVOT Survey - **** Leadership team to create a data sheet that reflects cohort data against one key area identified. ADD SPECIFIC DATA ABOUT KEY AREA AND TARGET BASED ON 2020 DECEMBER DATA</p> <p>- Survey Grade 4-6 children to measure these aspects of Voice and Agency questions from 2020 ATTS.</p> <p>At this school I help decide things like class activities or rules (>53%)</p> <p>I have a say in the things that I learn (>53%)</p> <p>My teacher likes my ideas (>72%)</p> <p>I am encouraged to share my ideas (>67%)</p> |

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| | <p>KIS 1.c Connected schools priority Re-establish opportunities for parents to be engaged in their children's learning and the Chilwell school community.</p> <p>Parent Opinion Survey Data: "This school gives me opportunities to participate in my child's education" (84%)</p> |
| <p>Key Improvement Strategy 1.a Curriculum planning and assessment</p> | <p>Learning, catch-up and extension priority Tutoring Program, BOOST, Catch Up Literacy and Numeracy</p> |
| <p>Key Improvement Strategy 1.b Health and wellbeing</p> | <p>Happy, active and healthy kids priority Weekly focus on wellbeing in classrooms</p> |
| <p>Key Improvement Strategy 1.c Parents and carers as partners</p> | <p>Connected schools priority Enhance opportunities for parents to be engaged in their children's learning and the Chilwell school community.</p> |
| <p>Goal 2</p> | <p>Improve Student Learning Outcomes - Excellence in Teaching and Learning</p> |
| <p>Target 2.1</p> | <p>See SSP</p> |
| <p>Key Improvement Strategy 2.a Building practice excellence</p> | <p>See SSP</p> |
| <p>Goal 3</p> | <p>Engagement - Student Voice and Agency</p> |
| <p>Target 3.1</p> | <p>See SSP</p> |

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| <p>Key Improvement Strategy 3.a Empowering students and building school pride</p> | <p>Strengthen staff capacity to support students to become independent and engaged learners through student voice in their learning and access to a variety of quality tasks and authentic experiences.</p> |
| <p>Goal 4</p> | <p>Wellbeing</p> <p>Over the life of the Strategic Plan, we will continue to provide a whole school community focus on building positive relationships and resilience, underpinned by the school values so that wellbeing will be enhanced.</p> |
| <p>Target 4.1</p> | <p>Introduce Respectful Relationships as a School Wide Positive Behaviour Strategy at Chilwell Primary School.</p> <p>Act as a Partner School.</p> <p>SEE SSP</p> |
| <p>Key Improvement Strategy 4.a Vision, values and culture</p> | <p>Promote a whole school community focus on building positive relationships and resilience, underpinned by CPS's expectations of staff, students and families as documented through the school's student engagement policy.</p> |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
|--------------------------------------|---------------------------------------|--|---|
| Goal Zero (Department directed goal) | Yes | <p>KIS 1.a Reading and Numeracy Growth Project Data.</p> <p>Reading Growth Project - >80% students in top two bands.</p> <p>Numeracy Growth Project - >72% of students in top two bands.</p> <p>KIS 1.b Happy, active and healthy kids priority</p> <p>PIVOT Survey - **** Leadership team to create a data sheet that reflects cohort data against one key area identified. ADD SPECIFIC DATA ABOUT KEY AREA AND TARGET BASED ON 2020 DECEMBER DATA</p> <p>- Survey Grade 4-6 children to measure these aspects of Voice and Agency questions from 2020 ATTS.</p> <p>At this school I help decide things like class activities or rules (>53%)</p> | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Implement the Tutor Learning Initiative in line with DET goals to support students affected by COVID.</p> <p>Reading Growth - >80% students in top two bands Numeracy Growth >72% of students in top two bands.</p> <p>ATTS (2020) baseline data- Voice and Agency School based survey data I help decide things like class activities or rules (60%) I have a say in the things I learn (60%) My teachers likes my ideas (76%) I am encouraged to share my ideas (70%)</p> <p>KIS 1.c Parent Opinion Survey Data - opportunities to participate in my child's education (88%)</p> |

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| | | <p>I have a say in the things that I learn (>53%)</p> <p>My teacher likes my ideas (>72%)</p> <p>I am encouraged to share my ideas (>67%)</p> <p>KIS 1.c Connected schools priority Re-establish opportunities for parents to be engaged in their children's learning and the Chilwell school community.</p> <p>Parent Opinion Survey Data: "This school gives me opportunities to participate in my child's education" (84%)</p> | |
| Improve Student Learning Outcomes - Excellence in Teaching and Learning | Yes | See SSP | Reading Growth - >80% students in top two bands Numeracy Growth >72% of students in top two bands. |
| Engagement - Student Voice and Agency | Yes | See SSP | ATTS |
| Wellbeing Over the life of the Strategic Plan, we will continue to provide a whole school community focus on building positive relationships and resilience, underpinned by the school values so that wellbeing will be enhanced. | Yes | <p>Introduce Respectful Relationships as a School Wide Positive Behaviour Strategy at Chilwell Primary School.</p> <p>Act as a Partner School.</p> | <p>Parent Opinion Survey</p> <p>Student Opinion Survey</p> |

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| | | SEE SSP | |
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| Goal 1 | Goal Zero (Department directed goal) | |
| 12 Month Target 1.1 | <p>Implement the Tutor Learning Initiative in line with DET goals to support students affected by COVID.</p> <p>Reading Growth - >80% students in top two bands Numeracy Growth >72% of students in top two bands.</p> <p>ATTS (2020) baseline data- Voice and Agency School based survey data I help decide things like class activities or rules (60%) I have a say in the things I learn (60%) My teachers likes my ideas (76%) I am encouraged to share my ideas (70%)</p> <p>KIS 1.c Parent Opinion Survey Data - opportunities to participate in my child's education (88%)</p> | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority Tutoring Program, BOOST, Catch Up Literacy and Numeracy | Yes |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority Weekly focus on wellbeing in classrooms | Yes |

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| KIS 3 Parents and carers as partners | Connected schools priority Enhance opportunities for parents to be engaged in their children's learning and the Chilwell school community. | 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. | |
| Goal 2 | Improve Student Learning Outcomes - Excellence in Teaching and Learning | |
| 12 Month Target 2.1 | Reading Growth - >80% students in top two bands Numeracy Growth >72% of students in top two bands. | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Building practice excellence | See SSP | 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. | The School Review panel identified that the writing instructional model developed over the Strategic Plan 2017-2020 was attaining the desired results and growth for students, including increasing the percentage of students maintained in the top two NAPLAN bands between year 3 and 5. The panel identified a need for a consistent instructional model and approach in Reading. The purpose of this next level of work is to implement a consistent, evidence informed instructional approach that will introduced the work and learning covered by the Bastow Leading Literacy Team in 2020. | |
| Goal 3 | Engagement - Student Voice and Agency | |
| 12 Month Target 3.1 | ATTS | |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
|---|---|---|
| KIS 1 Empowering students and building school pride | Strengthen staff capacity to support students to become independent and engaged learners through student voice in their learning and access to a variety of quality tasks and authentic experiences. | 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. | The school review Panel identified in the Attitudes to School Survey that the percentage of positive endorsement for Student Voice and Agency is lower than other areas identified in the survey. This was supported by field work and student feedback during the review process. The panel agreed that fostering student voice and agency would improve student engagement and learning outcomes. This level of work was started in 2019 and was in the 2020 Annual Implementation Plan, however due to COVID-19 the desired outcomes and results were not achieved. | |
| Goal 4 | Wellbeing Over the life of the Strategic Plan, we will continue to provide a whole school community focus on building positive relationships and resilience, underpinned by the school values so that wellbeing will be enhanced. | |
| 12 Month Target 4.1 | Parent Opinion Survey Student Opinion Survey | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Vision, values and culture | Promote a whole school community focus on building positive relationships and resilience, underpinned by CPS's expectations of staff, students and families as documented through the school's student engagement policy. | 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.

The School Review Panel identified that the school is in a transition from one whole-school approach to promoting positive behaviour and fostering wellbeing, to a new approach. This transition was planned to take place in 2020, however COVID has delayed the professional learning to be undertaken. As a result of COVID in 2020, the school identified the need for a renewed focus on enhancing the wellbeing of all members of the school.

Define Actions, Outcomes and Activities

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|--|---|
| Goal 1 | Goal Zero (Department directed goal) |
| 12 Month Target 1.1 | <p>Implement the Tutor Learning Initiative in line with DET goals to support students affected by COVID.</p> <p>Reading Growth - >80% students in top two bands Numeracy Growth >72% of students in top two bands.</p> <p>ATTS (2020) baseline data- Voice and Agency School based survey data I help decide things like class activities or rules (60%) I have a say in the things I learn (60%) My teachers likes my ideas (76%) I am encouraged to share my ideas (70%)</p> <p>KIS 1.c Parent Opinion Survey Data - opportunities to participate in my child's education (88%)</p> |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority Tutoring Program, BOOST, Catch Up Literacy and Numeracy |
| Actions | <p>Whole School Level:</p> <ul style="list-style-type: none"> - Maintain PLCs to support teacher collaboration and reflection of how to strengthen teaching practice. - Plan whole school professional learning on Reader's Workshop <p>Classroom Level:</p> <ul style="list-style-type: none"> - Implement the Tutoring Learning Initiative and Reading and Numeracy Growth Project in Grade 5 - Prioritise curriculum essentials - mathematics, reading, writing. <p>Individual and Tailored Level:</p> <ul style="list-style-type: none"> - With staff input, establish a targeted support program for students. - Establish the TLI as a classroom based program working with students beginning Term 1 Week 3. |

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| Outcomes | <p>Students will</p> <ul style="list-style-type: none"> - Actively participate in their learning - Show growth in Reading and Numeracy in Grade 5 as measured by Pre and Post Test Data and NAPLAN - Reflect on their learning goals and celebrate their achievements. <p>Teachers will:</p> <ul style="list-style-type: none"> - Confidently and accurately identify student learning needs for their students - Meet in PLCs and Curriculum Teams to engage in reflective practice, evaluate and plan curriculum, assessments and lessons - Provide targeted intervention and teaching programs to address the needs evidenced in the data. - Liaise with the TLI Tutor to deliver a targeted program at point of need. - Analyse pre and post test data and identify areas of positive impact and those requiring further teaching. <p>Leaders Will:</p> <ul style="list-style-type: none"> - Support classroom teachers to identify students 'at risk' and ways to support them. - Support classroom teachers to identify students to be engaged in Tutoring Learning Initiative - Analyse post test data with teachers to identify the impact of the TLI - Analyse NAPLAN data when available to identify successes and challenges - Identify challenges and successes of the TLI with classroom teachers. | | | |
| Success Indicators | <ul style="list-style-type: none"> -NAPLAN 2021 Data. -Pre and Post Test Data - Reading Growth Project and Numeracy Growth Project. -Teachers judgements. -Teacher, student and leader reflections and anecdotal evidence. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Implement TLI Program Term 1 in Grade 5, Grade 1 and Grade 4. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$2,000.00 <input type="checkbox"/> Equity funding will be used |
| Tutoring Learning Initiative implemented in line with DET recommendations and support. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 | \$72,000.00 |

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| | <input checked="" type="checkbox"/> Teacher(s) | | to: Term 4 | <input type="checkbox"/> Equity funding will be used |
| Analyse Pre Test Data and establish groups of students for like needs support and extension | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority Weekly focus on wellbeing in classrooms | | | |
| Actions | <p>Whole School Level:</p> <ul style="list-style-type: none"> - Establish a whole school approach to social and emotional learning through Respectful Relationships. - Establish and embed routines and prioritise time in the school day and classes to revisit these regularly. <p>Classroom Level:</p> <ul style="list-style-type: none"> - Implement Respectful Relationships Program at designated whole school time. - Investigate ways to check in with students each morning to monitor their wellbeing and readiness to learn. <p>Individual and Tailored Level:</p> <ul style="list-style-type: none"> - Build relationships and engage with families of At Risk Students | | | |
| Outcomes | <p>Teachers Will:</p> <ul style="list-style-type: none"> - Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing. - Teachers and Leaders will integrate social and emotional learning into school practice, policies and programs. <p>Students Will:</p> <ul style="list-style-type: none"> - Share ideas within their classes on ideas and issues that are important to them. - Offer their opinions on current topics and questions posed by Junior School Councillors. - Analyse relevant Attitudes to School Survey Data and PIVOT survey data with their teachers as appropriate. | | | |

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| | <p>Leaders Will:</p> <ul style="list-style-type: none"> - Engage with Junior School Council to hear their ideas and support them to implement them. - Support teachers to re-establish Junior School Council - Analyse Attitudes To School and Pivot Survey data to identify the impact of Junior School Council on student engagement. | | | |
| Success Indicators | <ul style="list-style-type: none"> - Changes in classroom practice observed - A consistent, agreed approach to wellbeing is implemented across the school. - Internal and External Professional Learning attendance, shared reading and robust discussion. - Curriculum Documentation will reflect social and emotional learning. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Investigate strategies used in other schools for teachers to "check in" with their students each morning. | <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Respectful Relationships plan, professional learning and implementation with staff. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| KIS 3 Parents and carers as partners | Connected schools priority Enhance opportunities for parents to be engaged in their children's learning and the Chilwell school community. | | | |

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| Actions | <p>Whole School Level: Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating new ways in which schools connected during remote and flexible learning and how they can engage in their children's learning.</p> <p>Classroom Level: - Continue to establish strong relationships with parents/carers/kin with a focus on the child's learning, social and emotional wellbeing, to remain the centre of all discussions.</p> <p>Individual and Tailored Level: - Provide opportunities for parents to engage with school programs in various ways, both onsite and digitally.</p> |
| Outcomes | <p>Leaders will - Prioritise time for staff to communicate and build relationships with parents/carers/kin.</p> <p>Teachers Will: - Develop strong working relationships with children and their families. - Provide opportunities for parents to participate in their child's education.</p> <p>Parents will: - Actively support their children in their learning (assisting them to complete home learning tasks, homework and nightly reading as set by classroom teachers). - Volunteer within the school to complete roles and support children in their learning endeavours.</p> <p>Students Will: - Be aware of, respect and value parent contributions to our school. - Encourage their parents to be active in the school community.</p> |
| Success Indicators | <p>Parent Opinion Survey - I have opportunities to participate in my child's learning. Anecdotal feedback and observations through discussions with parents/carers/kin. The number of parents that are actively involved in on-site opportunities to support their children and their peers will increase..</p> |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|--|---------------------------------------|----------------------------|--|
| Newsletter items outlining how parents can engage in their child's learning. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Whole school community events, such as School Fair, Athletics carnivals, School Council | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Re-establish classroom helpers program and induct parents. | <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Opportunities for Parent Teacher Interviews and conduct SSGs | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | <input type="checkbox"/> Equity funding will be used |
| Goal 2 | Improve Student Learning Outcomes - Excellence in Teaching and Learning | | | |
| 12 Month Target 2.1 | Reading Growth - >80% students in top two bands Numeracy Growth >72% of students in top two bands. | | | |
| KIS 1 Building practice excellence | See SSP | | | |

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|---|--|---------------------------------------|-------------|--|
| Actions | | | | |
| Outcomes | | | | |
| Success Indicators | | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| | | <input type="checkbox"/> PLP Priority | | <input type="checkbox"/> Equity funding will be used |
| Goal 3 | Engagement - Student Voice and Agency | | | |
| 12 Month Target 3.1 | ATTS | | | |
| KIS 1 Empowering students and building school pride | Strengthen staff capacity to support students to become independent and engaged learners through student voice in their learning and access to a variety of quality tasks and authentic experiences. | | | |
| Actions | | | | |
| Outcomes | | | | |
| Success Indicators | | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| | | <input type="checkbox"/> PLP Priority | | |

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|--|--|---------------------------------------|-------------|--|
| | | | | <input type="checkbox"/> Equity funding will be used |
| Goal 4 | Wellbeing Over the life of the Strategic Plan, we will continue to provide a whole school community focus on building positive relationships and resilience, underpinned by the school values so that wellbeing will be enhanced. | | | |
| 12 Month Target 4.1 | Parent Opinion Survey Student Opinion Survey | | | |
| KIS 1 Vision, values and culture | Promote a whole school community focus on building positive relationships and resilience, underpinned by CPS's expectations of staff, students and families as documented through the school's student engagement policy. | | | |
| Actions | | | | |
| Outcomes | | | | |
| Success Indicators | | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| | | <input type="checkbox"/> PLP Priority | | <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 | \$0.00 | \$0.00 |
| Additional Equity funding | \$0.00 | \$0.00 |
| Grand Total | \$0.00 | \$0.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---------------------------|------|----------|----------------------------|-------------------|
| Totals | | | \$0.00 | \$0.00 |

Additional Equity spend

| Outline here any additional Equity spend for 2021 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|------|----------|----------------------------|-------------------|
| Totals | | | \$0.00 | \$0.00 |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|---|----------------------------|--|---|--|---|
| Tutoring Learning Initiative implemented in line with DET recommendations and support. | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Investigate strategies used in other schools for teachers to "check in" with their students each morning. | <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> School improvement partnerships | <input checked="" type="checkbox"/> On-site |
| Respectful Relationships plan, professional learning and implementation with staff. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Departmental resources RRRR <input checked="" type="checkbox"/> Pedagogical Model | <input checked="" type="checkbox"/> On-site |