2021 Annual Implementation Plan

for improving student outcomes

Bellaire Primary School (4873)

Submitted for review by Ben Raidme (School Principal) on 11 December, 2020 at 10:25 AM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 27 January, 2021 at 09:58 AM
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 moving towards Excelling
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Embedding moving towards Excelling

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving moving towards Embedding

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	Evolving

	Intellectual engagement and self-awareness	Evolving

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

Enter your reflective comments	Covid-19 has had a big impact on the professional learning that we could undertake during 2020. On reflection we completed a great deal of work, given the situation, however have moved a great deal to the AIP 2021. We will have a focus on the instructional model, begin work on Student Voice and Agency as well as collaboration and student and staff wellbeing.
Considerations for 2021	There are many considerations for 2021 given how 2020 was impacted by COVID-19; - students that have been impacted the most by COVID-19 in terms of their learning will be assisted by the tutor program in 2021 - staff and student wellbeing will remain a focus - we are moving to straight grades in 2021 and will focus on ensuring our curriculum reflects this change
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To maximise learning growth and achievement for all students
Target 2.1	By 2023 increase the percentage of Year 5 students above benchmark growth in NAPLAN: • Writing to increase from 25% (2019) to 30% or above • Reading to increase from 17% (2019) to 22% or above • Numeracy to increase from 28% (2019) to 33% or above
Target 2.2	By 2023 increase the percentage of students achieving in the top two bands in NAPLAN: • Year 5 students Reading from 55% (2019) to 60% or above • Year 5 students Numeracy from 51% (2019) to 56% or above • Year 5 students Writing from 29% (2019) to 33% or above

Target 2.3	By 2023 increase the percentage of students across the school (Prep to Year 6) achieving above level in teacher judgement: • Reading from 50% (2018) to 55% or above • Number and algebra 39% (2018) to 44% or above • Writing from 33% (2018) to 38% or above
Key Improvement Strategy 2.a Building leadership teams	Develop collaborative practices between and across teams to build collective responsibility for improved student outcomes
Key Improvement Strategy 2.b Evaluating impact on learning	Build consistency and rigour in data literacy to inform the next steps in student learning
Key Improvement Strategy 2.c Evaluating impact on learning	Enhance the capacity of all leaders to support, monitor and evaluate the impact of teaching on student learning outcomes
Goal 3	To create actively engaged learners
Target 3.1	By 2023 increase the percentage of positive endorsement in the student AToSS: • Student voice and agency from 50% (2019) to 75% or above • Motivation and interest from 62% (2019) to 80% or above • Stimulated Learning from 61% (2019) to 80% or above • Sense of confidence from 74% (2019) to 85% or above
Target 3.2	By 2023 increase the percentage of positive endorsement in the POS:

	• Student Voice and Agency from 85% (2019) to 90% or above • Student motivation and support from 78% (2019) to 90% or above
Target 3.3	By 2023 increase the percentage of positive endorsement in the SSS: • Collective efficacy from 86% (2019) to 90% or above • Academic emphasis from 76% (2019) to 80% or above • Teacher collaboration from 71% (2019) to 80% or above
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher capacity to activate student voice and learner agency
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build independent, interdependent and socially aware young people
Key Improvement Strategy 3.c Evaluating impact on learning	Develop student voice and agency around their personal learning data.
Goal 4	To improve the wellbeing of all students
Target 4.1	By 2023 increase the percentage of positive endorsement in the student AToSS: • Managing bullying from 64% (2019) to 85% or above • Effective classroom behaviour from 67% (2019) to 85% or above • Teacher concern from 53% (2019) to 85% or above

	• School connectedness from 65% (2019) to 85% or above
Target 4.2	By 2023 increase the percentage of positive endorsement in the SSS: • Parent and community involvement from 75% (2019) to 95% or above • Trust in students and parents from 85% (2019) to 95% or above
Target 4.3	By 2023 increase the percentage of positive endorsement in the POS: • Managing bullying from 77% to (2019) to 85% or above • Parent participation and involvement from 69% (2019) to 85% or above • Teacher communication from 70% (2019) to 85% or above
Key Improvement Strategy 4.a Health and wellbeing	Embed a culture of wellbeing through the school community
Key Improvement Strategy 4.b Health and wellbeing	Integrate wellbeing into the school curriculum

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	The priorities for 2021 focus on ensuring that mitigating the impact of COVID-19 is the primary focus. Building teacher capacity as well as the implementation of tutors within the school for the year will focus on ensuring all students have the expected year growth in 2021. Ensure that our students are happy and healthy. This will be measured by the AtoSS.
To maximise learning growth and achievement for all students	Yes	By 2023 increase the percentage of Year 5 students above benchmark growth in NAPLAN: ● Writing to increase from 25% (2019) to 30% or above ● Reading to increase from 17% (2019) to 22% or above ● Numeracy to increase from 28% (2019) to 33% or above	INCREASE THE PERCENTAGE OF YEAR 5 STUDENTS ABOVE BENCHMARK GROWTH IN NAPLAN Writing to increase to 26% or above Reading to increase to 18% or above Numeracy to increase to 29% or above

		By 2023 increase the percentage of students achieving in the top two bands in NAPLAN: • Year 5 students Reading from 55% (2019) to 60% or above • Year 5 students Numeracy from 51% (2019) to 56% or above • Year 5 students Writing from 29% (2019) to 33% or above	INCREASE THE PERCENTAGE OF YEAR 5 STUDENTS ACHIEVING IN THE TOP TWO BANDS IN NAPLAN Writing to increase to 30% or above Reading to increase to 56% or above Numeracy to increase to 52% or above
		By 2023 increase the percentage of students across the school (Prep to Year 6) achieving above level in teacher judgement: • Reading from 50% (2018) to 55% or above • Number and algebra 39% (2018) to 44% or above • Writing from 33% (2018) to 38% or above	INCREASE THE PERCENTAGE OF STUDENTS ACROSS THE SCHOOL (PREP TO YEAR 6) ACHIEVING ABOVE LEVEL IN TEACHER JUDGEMENT Writing to increase to 34%% or above Reading to increase to 51% or above Number and algebra to increase to 40% or above
To create actively engaged learners	Yes	By 2023 increase the percentage of positive endorsement in the student AToSS: • Student voice and agency from 50% (2019) to 75% or above • Motivation and interest from 62% (2019) to 80% or above • Stimulated Learning from 61% (2019) to 80% or above • Sense of confidence from 74% (2019) to 85% or above	TO INCREASE THE PERCENTAGE OF POSITIVE ENDORSEMENT IN THE STUDENT AToSS Student voice and agency to 52% or above Motivation and interest to 65% or above Stimulated Learning to 65% or above Sense of confidence to 78% or above
		By 2023 increase the percentage of positive endorsement in the POS: • Student Voice and Agency from 85% (2019) to 90% or above	TO INCREASE THE PERCENTAGE OF POSITIVE ENDORSEMENT IN THE POS Student voice and agency to 86% or above Student motivation and support to 80% or

		● Student motivation and support from 78% (2019) to 90% or above	above
		By 2023 increase the percentage of positive endorsement in the SSS: ● Collective efficacy from 86% (2019) to 90% or above ● Academic emphasis from 76% (2019) to 80% or above ● Teacher collaboration from 71% (2019) to 80% or above	TO INCREASE THE PERCENTAGE OF POSITIVE ENDORSEMENT IN THE SSS Collective efficacy to 87% or above Academic emphasis to 77% or above Teacher collaboration to 72% or above
To improve the wellbeing of all students	No	By 2023 increase the percentage of positive endorsement in the student AToSS: ● Managing bullying from 64% (2019) to 85% or above ● Effective classroom behaviour from 67% (2019) to 85% or above ● Teacher concern from 53% (2019) to 85% or above ● School connectedness from 65% (2019) to 85% or above	
		By 2023 increase the percentage of positive endorsement in the SSS: ● Parent and community involvement from 75% (2019) to 95% or above ● Trust in students and parents from 85% (2019) to 95% or above	

		By 2023 increase the percentage of positive endorsement in the POS: • Managing bullying from 77% to (2019) to 85% or above • Parent participation and involvement from 69% (2019) to 85% or above • Teacher communication from 70% (2019) to 85% or above	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	The priorities for 2021 focus on ensuring that mitigating the impact of COVID-19 is the primary focus. Building teacher capacity as well as the implementation of tutors within the school for the year will focus on ensuring all students have the expected year growth in 2021. Ensure that our students are happy and healthy. This will be measured by the AtoSS.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 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.	
Goal 2	To maximise learning growth and achievement for all students	
12 Month Target 2.1	INCREASE THE PERCENTAGE OF YEAR 5 STUDENTS ABOVE BENCHMARK GROWTH IN NAPLAN Writing to increase to 26% or above Reading to increase to 18% or above Numeracy to increase to 29% or above	
12 Month Target 2.2	INCREASE THE PERCENTAGE OF YEAR 5 STUDENTS ACHIEVING IN THE TOP TWO BANDS IN NAPLAN Writing to increase to 30% or above Reading to increase to 56% or above Numeracy to increase to 52% or above	
12 Month Target 2.3	INCREASE THE PERCENTAGE OF STUDENTS ACROSS THE SCHOOL (PREP TO YEAR 6) ACHIEVING ABOVE LEVEL IN TEACHER JUDGEMENT Writing to increase to 34%% or above Reading to increase to 51% or above Number and algebra to increase to 40% or above	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building leadership teams	Develop collaborative practices between and across teams to build collective responsibility for improved student outcomes	Yes
KIS 2 Evaluating impact on learning	Build consistency and rigour in data literacy to inform the next steps in student learning	Yes

KIS 3 Evaluating impact on learning	Enhance the capacity of all leaders to support, monitor and evaluate the impact of teaching on student learning outcomes	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.	Collaborative practices already occur regularly at Bellaire Primary School. The goal is around strengthening these practices and making them consistent throughout the school. From planning to working collaboratively between classrooms to have the strong collective responsibility to improve student learning outcomes. We consider all teachers in our school to be leaders.	

Goal 3	To create actively engaged learners
12 Month Target 3.1	TO INCREASE THE PERCENTAGE OF POSITIVE ENDORSEMENT IN THE STUDENT AToSS Student voice and agency to 52% or above Motivation and interest to 65% or above Stimulated Learning to 65% or above Sense of confidence to 78% or above
12 Month Target 3.2	TO INCREASE THE PERCENTAGE OF POSITIVE ENDORSEMENT IN THE POS Student voice and agency to 86% or above Student motivation and support to 80% or above
12 Month Target 3.3	TO INCREASE THE PERCENTAGE OF POSITIVE ENDORSEMENT IN THE SSS Collective efficacy to 87% or above Academic emphasis to 77% or above Teacher collaboration to 72% or above

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build teacher capacity to activate student voice and learner agency	Yes

KIS 2 Intellectual engagement and self-awareness	Build independent, interdependent and socially aware young people	Yes
KIS 3 Evaluating impact on learning	Develop student voice and agency around their personal learning data.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Building on the 2019 teacher professional development on voice and agency we want to continue on with the learning, building and deepening teacher understanding and practice.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	The priorities for 2021 focus on ensuring that mitigating the impact of COVID-19 is the primary focus. Building teacher capacity as well as the implementation of tutors within the school for the year will focus on ensuring all students have the expected year growth in 2021. Ensure that our students are happy and healthy. This will be measured by the AtoSS.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	o Tutor program for our students who have had limited growth in 2020 o Extension focus groups for students working significantly above level
Outcomes	o Tutor program to target students who are significantly behind due to the impact of remote learning to catch up their learning in specific curriculum areas o Extension focus groups designed to expand student knowledge and continue expected growth
Success Indicators	o Pre / post assessment data o Teacher judgements - aligned to curriculum achievement standards / content descriptors

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Participate in DET Tutor Program Professional Learning	Leadership Team Learning Specialist(s) Literacy Improvement Teacher	PLP Priority	from: Term 1 to: Term 4	$31,750.40 Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority				
Actions	o Further develop teacher capacity to establish a positive climate for learning by strengthening our school-wide positive behaviour and wellbeing practices - using the Response to Intervention model (Behaviour Ladder) to respond to and manage student behaviour effectively and in a differentiated manner o Continue to strengthen school community and system partnerships that support student wellbeing. o Investigate development of a framework for teaching health and wellbeing curriculum (Respectful Relationships, Health, Personal and Social Capabilities)				
Outcomes	o Staff utilise school-wide positive behaviour and wellbeing practices and strategies such as using positive and proactive management techniques, Response to Intervention terminology and language, and the 'Behaviour Ladder', to respond to and manage student behaviour effectively and in a differentiated manner. o Embedded process for establishing additional support for students within classrooms (referral process) o Staff actively plan for and teach areas from the health and wellbeing curriculum (Respectful Relationships, Health, Personal and Social Capabilities)				
Success Indicators	o Consistent approach to managing student behaviour in classrooms and in the yard, Learning to Learn program, transition programs, Inquiry Learning o Consistent approach to referring students in need of additional support				

Activities and Milestones		Who	Is this a PL Priority	When	Budget
Respectful Relationships / Amplify Professional Learning		All Staff	PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
KIS 3 Building communities	Connected schools priority				

Actions	o Continue to strengthen student and family connectedness to the school through effective communication practices, student voice & agency, parent involvement with the school Begin the CAPITAL WORKS PROJECT
Outcomes	o Students, parents and teachers all involved in the learning process o Staff communicating with families in a timely and effective manner
Success Indicators	o AToSS data o Parent Opinion Survey. Domain - Parent / community engagement - Parent participation and involvement: 2019 74% improve to 80% in 2021 - School support: 2019 83% improve to 90% in 2021 - Teacher communication: 2019 78% improve to 85% in 2021 CAPITAL WORKS PROJECT - begins

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Respectful Relationships / Amplify Professional Learning	All Staff	PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	To maximise learning growth and achievement for all students
12 Month Target 2.1	INCREASE THE PERCENTAGE OF YEAR 5 STUDENTS ABOVE BENCHMARK GROWTH IN NAPLAN Writing to increase to 26% or above Reading to increase to 18% or above Numeracy to increase to 29% or above
12 Month Target 2.2	INCREASE THE PERCENTAGE OF YEAR 5 STUDENTS ACHIEVING IN THE TOP TWO BANDS IN NAPLAN Writing to increase to 30% or above Reading to increase to 56% or above

	Numeracy to increase to 52% or above
12 Month Target 2.3	INCREASE THE PERCENTAGE OF STUDENTS ACROSS THE SCHOOL (PREP TO YEAR 6) ACHIEVING ABOVE LEVEL IN TEACHER JUDGEMENT Writing to increase to 34%% or above Reading to increase to 51% or above Number and algebra to increase to 40% or above
KIS 1 Building leadership teams	Develop collaborative practices between and across teams to build collective responsibility for improved student outcomes
Actions	o Use research to develop understandings about effective collaborative practices which can lead to improved student learning outcomes. o Develop a set of school wide agreements that reflect the way we work together and who we are as a school team. o Implement PLC practices - as a result of participation in DET PLC Initiative
Outcomes	o Developed knowledge, skills and behaviours about effective collaborative practice o Established a set of agreements for collaborative practices at a whole-school level o Developed knowledge and practice of giving and receiving professional feedback o Consistent PLC practices are implemented throughout the school
Success Indicators	o Staff Opinion Survey - staff responses regarding 'Collaborative practices' have improved o Shared planning documents demonstrate collaborative teaching is planned for o PLC practices are consistent and all staff members have shared understanding and responsibility for the process

Activities and Milestones	Who	Is this a PL Priority	When	Budget
DET PLC Training	All Staff	PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Elite Team Dynamics Professional Learning		All Staff	PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
KIS 2 Evaluating impact on learning	Build consistency and rigour in data literacy to inform the next steps in student learning				
Actions	o Implement PLC practices - as a result of participation in DET PLC Initiative o Embed conditions for staff to develop collective efficacy and engage in collaborative data analysis to support student needs and differentiate the learning				
Outcomes	o Consistent PLC practices are implemented throughout the school o All staff have collective efficacy for all students within their cohort o All staff regulalrly (weekly) engage in collaborative data analysis to support student needs and differentiate the learning				
Success Indicators	o Improved English and Mathematics student learning outcomes (maintaining and/or extending growth o PLC practices are developed and understood by staff o School Staff Survey - improved positive responses in the areas of collaboration, differentiated student learning and using student feedback to improve practice				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
DET PLC Training		All Staff	PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
KIS 3 Evaluating impact on learning	Enhance the capacity of all leaders to support, monitor and evaluate the impact of teaching on student learning outcomes				

Actions	o Develop a set of school wide agreements that reflect the way we work together and who we are as a school team. o Develop the capacity of our school's middle-level leaders to facilitate effective planning and PLC practices and gradually release responsibility to their colleagues so that all staff are actively involved in these processes. o Establish clear instructional coaching foci and cycle which is aligned to HITS and AIP goals. o Continue to develop staff members' knowledge, understanding and skills to facilitate professional feedback conversations
Outcomes	o Staff work effectively with each other to improve student learning outcomes o Middle level leaders lead curriculum and pedagogical discussions with their colleagues and actively involve them in PLC processes o Staff actively engage in whole-school instructional coaching cycles
Success Indicators	o Processes and protocols are co-developed and documented with staff and embedded into everyday practice o Effective PLC practices are implemented consistently throughout the whole school o Staff survey results indicate improvements in the areas of pedagogical practice and professional learning

Activities and Milestones		Who	Is this a PL Priority	When	Budget
DET PLC Training		All Staff	PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 3	To create actively engaged learners
12 Month Target 3.1	TO INCREASE THE PERCENTAGE OF POSITIVE ENDORSEMENT IN THE STUDENT AToSS Student voice and agency to 52% or above Motivation and interest to 65% or above Stimulated Learning to 65% or above Sense of confidence to 78% or above
12 Month Target 3.2	TO INCREASE THE PERCENTAGE OF POSITIVE ENDORSEMENT IN THE POS Student voice and agency to 86% or above Student motivation and support to 80% or above

12 Month Target 3.3	TO INCREASE THE PERCENTAGE OF POSITIVE ENDORSEMENT IN THE SSS Collective efficacy to 87% or above Academic emphasis to 77% or above Teacher collaboration to 72% or above
KIS 1 Empowering students and building school pride	Build teacher capacity to activate student voice and learner agency
Actions	o Review our whole school understandings of Voice and Agency (Amplify) and research the conditions that enable voice' in our school (to build a deep understanding of these conditions in order to influence consistent practice and improve student learning outcomes - Quaglia Institute)
Outcomes	o Staff have an improved understanding of student voice and learner agency and begin to implement strategies from learnings and participation with Quaglia Institute.
Success Indicators	o Teachers have an improved understanding of how student voice and agency can be utilised within the classroom o School staff survey and AtoSS - Student Voice and Agency - greater than 2019/2020 school results o Parent Opinion Survey - Student Agency and Voice (Student Development Module)- greater than 2019 school result

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Participation in Quaglia Institute Voice and Agency Training - Barwon South Network	Curriculum Co-ordinator (s) Leadership Team Leading Teacher(s)	PLP Priority	from: Term 1 to: Term 4	$16,000.00 ☐ Equity funding will be used
KIS 2 Intellectual engagement and self-awareness	Build independent, interdependent and socially aware young people			

Actions	o Consolidate a consistent, school-wide approach to Inquiry learning (that is interdisciplinary and cross-curricula) through implementation of a rigid Prep - Year 6 Scope and Sequence.
Outcomes	o Staff nurture and develop the students' natural inquiring mind, helping them to become lifelong learners who continue to learn how to learn. o Staff develop thinking processes (metacognition) and strategies with their students and provide rich learning opportunities that are relevant to the students and cross over all domains e.g., English, Mathematics, Civics and Citizenship, Science, Health, Humanities, ICT, Creativity Design Technology and Art.
Success Indicators	o Development of Prep - Year 6 Inquiry Learning Scope and Sequence o Parent Opinion Survey - Student development (confidence and resilience skills) o AtoSS positive responses to the area of - Sense of Connectedness - Sense of Confidence

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Participation in staff meetings	All Staff	PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$31,750.40	$31,750.40
Additional Equity funding	$0.00	$0.00
Grand Total	**$31,750.40**	**$31,750.40**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Participate in DET Tutor Program Professional Learning	from: Term 1 to: Term 4	School-based staffing Teaching and learning programs and resources	$31,750.40	$31,750.40
Totals			**$31,750.40**	**$31,750.40**

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
Participate in DET Tutor Program Professional Learning	Leadership Team Learning Specialist(s) Literacy Improvement Teacher	from: Term 1 to: Term 4	Planning Preparation Collaborative Inquiry/Action Research team	Formal School Meeting / Internal Professional Learning Sessions Network Professional Learning	VCAA Curriculum Specialist Bastow program/course Departmental resources Literacy Toolkit	On-site
Respectful Relationships / Amplify Professional Learning	All Staff	from: Term 1 to: Term 4	Planning Collaborative Inquiry/Action Research team Curriculum development	Formal School Meeting / Internal Professional Learning Sessions Network Professional Learning	Departmental resources Respectful Relationships / Amplify	On-site
Respectful Relationships / Amplify Professional Learning	All Staff	from: Term 1 to: Term 4	Planning Collaborative Inquiry/Action Research team Curriculum development	Formal School Meeting / Internal Professional Learning Sessions Network Professional Learning	Departmental resources Respectful Relationships / Amplify	On-site
DET PLC Training	All Staff	from: Term 1 to: Term 4	Moderated assessment of student learning Collaborative Inquiry/Action Research team	Formal School Meeting / Internal Professional Learning Sessions Network Professional Learning	PLC Initiative	On-site

			Formalised PLC/PLTs	PLC/PLT Meeting		
Elite Team Dynamics Professional Learning	All Staff	from: Term 1 to: Term 4	Peer observation including feedback and reflection Individualised Reflection Student voice, including input and feedback	Whole School Pupil Free Day Formal School Meeting / Internal Professional Learning Sessions	External consultants Elite Team Dynamics	On-site
DET PLC Training	All Staff	from: Term 1 to: Term 4	Moderated assessment of student learning Collaborative Inquiry/Action Research team Formalised PLC/PLTs	Formal School Meeting / Internal Professional Learning Sessions Network Professional Learning PLC/PLT Meeting	PLC Initiative	On-site
DET PLC Training	All Staff	from: Term 1 to: Term 4	Moderated assessment of student learning Collaborative Inquiry/Action Research team Formalised PLC/PLTs	Formal School Meeting / Internal Professional Learning Sessions Network Professional Learning PLC/PLT Meeting	PLC Initiative	On-site
Participation in Quaglia Institute Voice and Agency Training - Barwon South Network	Curriculum Co-ordinator (s) Leadership Team Leading Teacher(s)	from: Term 1 to: Term 4	Planning Collaborative Inquiry/Action Research team Student voice, including input and feedback	Formal School Meeting / Internal Professional Learning Sessions Network Professional Learning Communities of Practice	External consultants Quaglia Institute	Off-site Determined by Barwon South Network

Participation in staff meetings	All Staff	from: Term 1 to: Term 4	Planning Preparation Collaborative Inquiry/Action Research team	Formal School Meeting / Internal Professional Learning Sessions	Internal staff	On-site