

# 2019 Annual Implementation Plan

## for improving student outcomes

Pakenham Springs Primary School (5507)



Submitted for review by Renee Cotterell (School Principal) on 04 December, 2018 at 03:32 PM  
Endorsed by Mark Anderson (Senior Education Improvement Leader) on 11 February, 2019 at 09:47 AM  
Endorsed by Alisha Keyzer (School Council President) on 11 February, 2019 at 09:49 AM

## Self-evaluation Summary - 2019

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

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

<b>Enter your reflective comments</b>	The SIT has worked effectively to improve student learning outcomes and is now working more strategically to align the AIP to the classroom. The leadership structure includes greater role clarity. The coaching and development of middle leaders has helped drive school improvement.
<b>Considerations for 2019</b>	SWPBS Consolidating writing Reading approach Continue building data literacy of all staff and continue to build middle leader capacity.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve learning growth for all students in literacy and numeracy																
<b>Target 1.1</b>	<p>Student NAPLAN relative Growth Data in all areas will show a reduction in the percentages of students who are making low Growth and an increase in the percentage making high growth.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Low Growth</td> <td>25%</td> <td>30%</td> <td>23%</td> </tr> <tr> <td>Medium Growth</td> <td>50%</td> <td>45%</td> <td>55%</td> </tr> <tr> <td>High Growth</td> <td>25%</td> <td>25%</td> <td>22%</td> </tr> </tbody> </table>		Reading	Writing	Numeracy	Low Growth	25%	30%	23%	Medium Growth	50%	45%	55%	High Growth	25%	25%	22%
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<b>Goal 2</b>	To strengthen student engagement in their learning and develop creative, curious and motivated learners																
<b>Target 2.1</b>	<p>Percentage endorsement of differentiated learning challenge to be at or above similar schools</p> <p>Positive endorsement for school climate to be at or above similar schools - particular focus on collective efficacy</p>																

Combined Mean Score for 5-6 - Targets for Strategic Plan Period

	2015	2016	2017	2018	2019
Classroom behaviour					
Connectedness to peers	4.45	4.75	5.00	5.25	5.50
Student Safety					
Student Distress					
Student Morale					
Learning Confidence	4.17	4.25	4.75	5.00	5.25
School Connectedness	4.42	4.50	4.75	5.00	5.25
Stimulating Learning	4.4	4.75	5.00	5.25	5.50
Student Motivation	4.62	4.7	5.0	5.25	5.50
Teacher Effectiveness					
Teacher Empathy					

Remain above State Means for all elements of the Attitude to School Survey.

- Improve elements of the student Attitudes to School Survey of school connectedness to at least 4.7.
- Remain above the State mean for all elements of the Attitudes to school Survey

<b>Key Improvement Strategy 2.a</b> Intellectual engagement and self-awareness	Build staff capacity in differentiated and stimulating learning environment to engage students																																										
<b>Goal 3</b>	To have a safe, orderly and engaging environment where there are constructive and positive relationships between students, between staff and students and between school and parents.																																										
<b>Target 3.1</b>	<p>Percentage endorsement for managing bullying for Years 4-6 to be at or above similar school</p> <p>Increase our non-experience of bullying to be at or above similar schools (i.e. less kids experiencing bullying)</p> <p>Percentage endorsement for effective classroom behaviour for Years 4-6 to be at or above similar school</p> <p>Combined Mean Score for 5-6 - Targets for Strategic Plan Period</p> <table border="1" data-bbox="685 890 1408 1302"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Classroom behaviour</td> <td>3.92</td> <td>4.00</td> <td>4.25</td> <td>4.50</td> <td>5.00</td> </tr> <tr> <td>Student Safety</td> <td>4.31</td> <td>4.5</td> <td>4.75</td> <td>5.00</td> <td>5.25</td> </tr> <tr> <td>Student Distress</td> <td>6.28</td> <td>6.30</td> <td>6.50</td> <td>6.60</td> <td>6.70</td> </tr> <tr> <td>Student Morale</td> <td>6.04</td> <td>6.15</td> <td>6.30</td> <td>6.40</td> <td>6.50</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>4.58</td> <td>4.70</td> <td>5.00</td> <td>5.10</td> <td>5.20</td> </tr> <tr> <td>Teacher Empathy</td> <td>4.61</td> <td>4.70</td> <td>4.80</td> <td>4.90</td> <td>5.00</td> </tr> </tbody> </table>		2015	2016	2017	2018	2019	Classroom behaviour	3.92	4.00	4.25	4.50	5.00	Student Safety	4.31	4.5	4.75	5.00	5.25	Student Distress	6.28	6.30	6.50	6.60	6.70	Student Morale	6.04	6.15	6.30	6.40	6.50	Teacher Effectiveness	4.58	4.70	5.00	5.10	5.20	Teacher Empathy	4.61	4.70	4.80	4.90	5.00
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<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Implement the SWPBS framework within Pakenham Springs PS
<b>Goal 4</b>	To maximise school resources (human financial, time space and materials) to enable optimum implementation of school goals and priorities.
<b>Target 4.1</b>	Improved performance in staff and parent surveys. Scores for Staff survey ( variables: staff satisfaction, professional growth) and parent survey ( school improvement, and general satisfaction) to be at or above state means.
<b>Key Improvement Strategy 4.a</b> Building leadership teams	Strategically design resource allocation to support school improvement goals and priorities.
<b>Key Improvement Strategy 4.b</b> Instructional and shared leadership	To build the capacity of staff to deliver on the key improvement strategies with the Annual Implementation Plan.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																
To improve learning growth for all students in literacy and numeracy	Yes	<p>Student NAPLAN relative Growth Data in all areas will show a reduction in the percentages of students who are making low Growth and an increase in the percentage making high growth.</p> <table border="1" data-bbox="786 756 1585 932"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Low Growth</td> <td>25%</td> <td>30%</td> <td>23%</td> </tr> <tr> <td>Medium Growth</td> <td>50%</td> <td>45%</td> <td>55%</td> </tr> <tr> <td>High Growth</td> <td>25%</td> <td>25%</td> <td>22%</td> </tr> </tbody> </table>		Reading	Writing	Numeracy	Low Growth	25%	30%	23%	Medium Growth	50%	45%	55%	High Growth	25%	25%	22%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>50% of our students in year 3 will be in the top 2 bands in NAPLAN reading. (2018 is 43%)            40% of our students in year 3 will be in the top 2 bands in NAPLAN writing. (2018 is 31%)            36% of our students in year 3 will be in the top 2 bands in NAPLAN numeracy. (2018 is 30%)            40% of our students in year 5 will be in the top 2 bands in NAPLAN reading. (2018 is 34%)            12% of our students in year 5 will be in the top 2 bands in NAPLAN writing. (2018 is 9%)            28% of our students in year 5 will be in the top 2 bands in NAPLAN numeracy. (2018 is 22%)            NAPLAN relative growth: 75% of students to have medium to high growth in reading, writing and numeracy.            Teacher judgement growth: 80% of students will have one year or more growth in numeracy, writing and reading.            Attendance: to be at or below similar schools in attendance levels for students absent 20+ days throughout 2019.</p>
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<b>Goal 1</b>	To improve learning growth for all students in literacy and numeracy
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Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build teacher capacity to implement a revised whole school approach to reading.	Yes
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Continue to embed the Pakenham Springs whole school approach to writing	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.	Data has shown inconsistency between teacher judgments and NAPLAN. Classroom practice is not consistent across the school which has been evident through learning walks. Need for consistence in guaranteed and viable curriculum in reading.	
<b>Goal 2</b>	To have a safe, orderly and engaging environment where there are constructive and positive relationships between students, between staff and students and between school and parents.	
<b>12 Month Target 2.1</b>	<p>Attitude to Schools Survey:</p> <p>Years 4-6 in stimulated learning to be 85% in 2019. (2018, 77%)</p> <p>Years 4-6 in learning confidence to be 80% in 2019. (2018, 74%)</p> <p>Years 4-6 in student voice and agency to be 70% in 2019. (2018, 64%)</p> <p>Years 4-6 in differentiated learning challenge to be 90% in 2019. (2018, 84%)</p> <p>Years 4-6 in effective classroom behaviour to be 75% in 2019. (2018, 65%)</p> <p>Years 4-6 in student connectedness to be 80% in 2019. (2018, 70%)</p> <p>Parent Opinion Survey:</p> <p>Student connectedness percentage endorsement to be equal to or greater than 90% in 2019 (2018, 90%)</p> <p>Stimulated learning environment percentage endorsement to be 80% in 2019 (2018, 71%)</p> <p>Teacher communication percentage endorsement to be 75% in 2019 (2018, 62%)</p> <p>Managing bullying percentage endorsement to be equal to or greater than 80% in 2019 (2018, 76%)</p> <p>Staff Opinion Survey:</p> <p>Academic emphasis to be 55% in 2019. (2018, 46%)</p> <p>Trust in students and parents to be 55% in 2019. (2018, 43%)</p>	

	Collective efficacy to be 65% in 2019. (2018, 54%)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Setting expectations and promoting inclusion	Implement the SWPBS framework within Pakenham Springs PS	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.	All survey results indicate a need for the next stage of the SWPBS framework to be implemented.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve learning growth for all students in literacy and numeracy
<b>12 Month Target 1.1</b>	<p>50% of our students in year 3 will be in the top 2 bands in NAPLAN reading. (2018 is 43%)</p> <p>40% of our students in year 3 will be in the top 2 bands in NAPLAN writing. (2018 is 31%)</p> <p>36% of our students in year 3 will be in the top 2 bands in NAPLAN numeracy. (2018 is 30%)</p> <p>40% of our students in year 5 will be in the top 2 bands in NAPLAN reading. (2018 is 34%)</p> <p>12% of our students in year 5 will be in the top 2 bands in NAPLAN writing. (2018 is 9%)</p> <p>28% of our students in year 5 will be in the top 2 bands in NAPLAN numeracy. (2018 is 22%)</p> <p>NAPLAN relative growth: 75% of students to have medium to high growth in reading, writing and numeracy.</p> <p>Teacher judgement growth: 80% of students will have one year or more growth in numeracy, writing and reading.</p> <p>Attendance: to be at or below similar schools in attendance levels for students absent 20+ days throughout 2019.</p> <p>Years 4-6 in differentiated learning challenge to be 90% in 2019. (2018, 84%)</p>
<b>KIS 1</b> Building practice excellence	Build teacher capacity to implement a revised whole school approach to reading.
<b>Actions</b>	<p>Implement the Fountas and Pinnell reading curriculum across the school.</p> <p>Implement the Instructional Model in reading to point of need teaching.</p> <p>Implement the reading workshop model and expectations.</p> <p>Coaching model for all leaders.</p>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>o AP - Collect reading data, as per the PSPS Assessment schedule, to lead analysis of reading practice and progress</li> <li>o LS - Analyse and distribute appropriate data to PLT Leaders</li> <li>o Induct all staff in the reading approach</li> <li>o Agenda reading at SIT meetings</li> <li>o Build capacity of staff around data literacy</li> <li>o Team Leaders will discuss data at every PLT meetings</li> <li>o Team Leaders and Learning Specialist will lead team and whole school moderation of reading achievement</li> <li>o Leaders will continue to have regular re-set meetings to analyse and monitor ongoing data.</li> <li>o Learning specialist will provide PL in effective planning and teaching reading (workshop approach)</li> <li>o Learning specialist will develop a PL schedule for reading for 2019</li> <li>o Provide PL to staff in using the IM to teach reading effectively at student point of need</li> </ul>

	<ul style="list-style-type: none"> <li>o Provide PL to staff in conferencing and setting student reading goals</li> <li>o Monitor use of IM for staff through Learning Walks</li> <li>o Lead staff through the PDP process with goals around IM, differentiation and the effective use of reading strategies.</li> <li>o Principal class, Learning Specialists and Team Leaders will monitor the IM through learning walks.</li> <li>o Build effective PLT's to implement the PSPS Reading expectations and strengthen our whole school approach to Reading.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>o Collect and analyse student reading data to identify point of need according to the PSPS Assessment Schedule</li> <li>o Use the Instructional Model to teach reading at point of need.</li> <li>o Conference with students as part of the workshop model to set individual student goals</li> <li>o Use the HITS to effectively engage students in reading.</li> <li>o Include a reading goal in their PDP.</li> <li>o Utilise professional learning in their daily classroom practice.</li> <li>o Will have effective WALTs and WILFs in reading</li> <li>o Work in highly effective PLTs</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>o Engage in learning tasks at their point of need.</li> <li>o Be able to articulate their individual learning goals in reading.</li> </ul>			
<b>Success Indicators</b>	<p>Student growth in reading in both teacher judgement and NAPLAN.  Attitudes to School growth in learning confidence, stimulated learning and differentiated learning challenge.  Staff Opinion Survey improvement in Collective Efficacy, Collective Focus on Student Learning, Academic Excellence and Collaboration.  Parent Opinion Survey improvement in student cognitive engagement in: Effective Teaching.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional learning will be facilitated in Fountas and Pinnell and readers workshop model as per the PL schedule developed at the beginning of the year.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Reading goal to be included in all teachers PDPs at the beginning of the PDP cycle and revised throughout the PDP process during the year.	<input checked="" type="checkbox"/> School Improvement Team <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
PLC and PLTs will include a reading focus - including data analysis, practice discussions, professional learning and analysis of our whole school approach.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Leaders will participate in learning walks regularly with the collection and analysis of Learning Walk data at Leadership meetings fortnightly.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
All data entries will be completed in line with the assessment schedule, distributed by the AP and LS, and analysed by PLTs during weekly PLT meetings.	<input checked="" type="checkbox"/> Assistant Principal <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
Principal class, SIT and Team Leaders will participate in coaching as per the coaching schedule from Phillip White.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide intervention in reading through the LLI program run by the LSA staff and overseen by the AP - data and assessment.	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00



				<input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To have a safe, orderly and engaging environment where there are constructive and positive relationships between students, between staff and students and between school and parents.			
<b>12 Month Target 2.1</b>	<p>Attitude to Schools Survey:</p> <p>Years 4-6 in stimulated learning to be 85% in 2019. (2018, 77%)</p> <p>Years 4-6 in learning confidence to be 80% in 2019. (2018, 74%)</p> <p>Years 4-6 in student voice and agency to be 70% in 2019. (2018, 64%)</p> <p>Years 4-6 in differentiated learning challenge to be 90% in 2019. (2018, 84%)</p> <p>Years 4-6 in effective classroom behaviour to be 75% in 2019. (2018, 65%)</p> <p>Years 4-6 in student connectedness to be 80% in 2019. (2018, 70%)</p> <p>Parent Opinion Survey:</p> <p>Student connectedness percentage endorsement to be equal to or greater than 90% in 2019 (2018, 90%)</p> <p>Stimulated learning environment percentage endorsement to be 80% in 2019 (2018, 71%)</p> <p>Teacher communication percentage endorsement to be 75% in 2019 (2018, 62%)</p> <p>Managing bullying percentage endorsement to be equal to or greater than 80% in 2019 (2018, 76%)</p> <p>Staff Opinion Survey:</p> <p>Academic emphasis to be 55% in 2019. (2018, 46%)</p> <p>Trust in students and parents to be 55% in 2019. (2018, 43%)</p> <p>Collective efficacy to be 65% in 2019. (2018, 54%)</p>			
<b>KIS 1</b> Setting expectations and promoting inclusion	Implement the SWPBS framework within Pakenham Springs PS			
<b>Actions</b>	Continue working with the regional coach to implement the SWPBS framework. Documented approach to SWPBS.			
<b>Outcomes</b>	<p>Leaders will:</p> <p>Participate in SWPBS professional learning.</p> <p>Provide timely professional learning in SWPBS to all staff.</p> <p>Agenda SWPBS at SIT, PLC and PLT meetings as required.</p> <p>Will use the Frogger Dollars to acknowledge students displaying the school values.</p>			

	<p>Gain accreditation in SWPBS.  Document the expectations of SWPBS.  Induct new staff in SWPBS  Induct new students into PSPS and SWPBS approach  Participate in learning walks focused on SWPBS</p> <p>Teachers will:  Plan SWPBS actions as required throughout the year - including explicit teaching tasks and strategies  Model behaviours that are consistent with SWPBS.  Collaborate the strategies of the implementation of SWPBS matrix and values at PLT meetings.  ***All staff will use the Frogger Dollars to acknowledge students displaying the school values.  Implement the PSPS approach to major and minor behaviours.  Include an SWPBS goal in PDPs</p> <p>Students will:  Demonstrate the school values and expectations in all areas of the school.  Participate in classroom learning tasks on SWPBS</p>			
<b>Success Indicators</b>	Parent and student surveys will be utilised in Student Connectedness, Effective Classroom Behaviour Student survey improvements in Teacher Concern, Resilience, Attitudes to Attendance, Managing Bullying and Sense of Inclusion.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional learning in SWPBS	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input type="checkbox"/> Equity funding will be used
Gain first level accreditation in SWPBS.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

All SWPBS will be documented and communicated to the school community.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Students will gain a SWPBS acknowledgement certificate.	<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

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$100,000.00	\$120,000.00
Additional Equity funding	0.00	\$191,140.00
<b>Grand Total</b>	\$100,000.00	\$311,140.00

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Principal class, SIT and Team Leaders will participate in coaching as per the coaching schedule from Phillip White.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Leadership coach	\$40,000.00	\$40,000.00
Provide intervention in reading through the LLI program run by the LSA staff and overseen by the AP - data and assessment.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$60,000.00	\$80,000.00
<b>Totals</b>			\$100,000.00	\$120,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Increase our school chaplains EFT from 0.4 to 0.8 to provide support and programs for students at risk.	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$50,000.00	\$33,000.00

	to: Term 4			
Provide additional time release for our Literacy and Numeracy Learning Specialists to strategically support the academic goals	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$45,000.00	\$45,000.00
Professional Learning for Team Leaders. Learning walks to empower knowledge and deepen leadership with the support of leadership coach.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
School Council approved support for disadvantaged students to ensure funding for camps, excursions, EEI as determined by the Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Payments for needs of disadvantaged students.	\$10,000.00	\$10,000.00
SSGs, planning, cultural planning and OOHC. EYE testing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing		\$35,640.00
Non curriculum consumables	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets		\$12,500.00
School Council approved Assistance with booklists, camps, excursion trauma/disadvantaged students and families	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services		\$20,000.00
curriculum consumables	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets		\$3,000.00

Free Fruit Friday 40 weeks @ \$350	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Additional food to support healthy eating		\$14,000.00
Community engagement	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources		\$6,000.00
Wellbeing support programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources		\$7,000.00
<b>Totals</b>				\$191,140.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning will be facilitated in Fountas and Pinnell and readers workshop model as per the PL schedule developed at the beginning of the year.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
PLC and PLTs will include a reading focus - including data analysis, practice discussions, professional learning and analysis of our whole school approach.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional learning in SWPBS	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources  SWPBS Coach	<input checked="" type="checkbox"/> Off-site DET SWPBS PL