

# 2019 Annual Implementation Plan

## for improving student outcomes

Glenallen School (4968)



Submitted for review by Michael Cole (School Principal) on 12 December, 2018 at 06:14 PM  
Endorsed by Allen McAuliffe (Senior Education Improvement Leader) on 12 December, 2018 at 06:33 PM  
Endorsed by Kate Wheller (School Council President) on 13 December, 2018 at 11:02 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	Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
<b>Professional leadership</b>	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

<b>Enter your reflective comments</b>	<p>On reflection of our self-evaluation against the FISO Continua of Practice we have identified the school is currently evolving to embedding in most areas. We have selected the following key elements for ongoing work;</p> <ul style="list-style-type: none"> <li>- Teacher moderation of student work against the standards using student data to reflect on teaching practice for example data walls (see image 3667).</li> <li>- Curriculum PLT 4 year curriculum planner and assessment cycle Collecting student data to improve student learning outcomes at a class, sub school and whole school level.</li> <li>- Observational rounds Professional development opportunities Collaborative planning, reflection, feedback and adjustments.</li> <li>- Use of ABLES assessments Emergent literacy assessments PM Benchmarking.</li> <li>- The school has worked with the VBA , FMSA Architects, and Newpol Construction to design and renovate the accessible bathrooms and change rooms.</li> <li>- The school has identified the need to implement collaborative planning.</li> <li>- The school will include Welcome to Country at whole school and sub school assemblies. The school will display the Australian, Aboriginal and Torres Strait Island flag in the school hall and meeting room 1.</li> </ul>
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	<ul style="list-style-type: none"> <li>- The school has identified the need to review the curriculum planner to ensure that global citizenship and sustainability is included.</li> </ul>
<b>Considerations for 2019</b>	<p>The 2019 AIP will be a continuation of targets from the 2018 AIP until we develop our next strategic plan for 2019-2022.</p> <p>Considerations for 2019:</p> <ul style="list-style-type: none"> <li>- Ongoing moderation of student work in the area of literacy/communication to ensure the continuum of learning.</li> <li>- Formulate a respectful relationships action plan for 2019.</li> <li>- Review and update current policies to include respectful relationships/child safe.</li> </ul>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>ACHIEVEMENT</b> To improve individual student learning outcomes in literacy/communication.
<b>Target 1.1</b>	By the end of 2018, 90% of students will achieve at a satisfactory or above level in their literacy/communication goals (Benchmark 2015).
<b>Target 1.2</b>	By the end of term 1 2019, 90% of students will be assessed as on target to achieve at a satisfactory or above level in their literacy/communication goals.
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	1, To build teacher/team capacity to plan, deliver and assess individualised literacy and / or communication programs.
<b>Goal 2</b>	<b>ENGAGEMENT</b> Increase the active participation of students in their extra curricula learning.
<b>Target 2.1</b>	By the end of 2018: <ul style="list-style-type: none"> <li>• 50 % of parents will respond positively on the parent opinion survey in relation to extra curricula activities.</li> <li>• there will be a 10% improvement in the area of engagement within the students attitude to schools survey.</li> </ul>
<b>Target 2.2</b>	This will continue to be addressed at a school level across the term and reviewed for the next strategic plan.

<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	NA
<b>Goal 3</b>	WELLBEING To enhance the safety and wellbeing of all students in the school.
<b>Target 3.1</b>	By the end of 2018: <ul style="list-style-type: none"> <li>• 90% of students will achieve a satisfactory or above level in their Health and Safety Program goals.</li> <li>• 10% improvement in the area of wellbeing within the attitudes to school survey.</li> </ul>
<b>Target 3.2</b>	By the end of term 1 2019 the school will; <ul style="list-style-type: none"> <li>• Formulate a respectful relationships action plan for 2019</li> <li>• Review and update current policies to include respectful relationships/child safe.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	1. Work collaboratively with the DET Respectful Relationship team to design an action plan.
<b>Key Improvement Strategy 3.b</b> Vision, values and culture	2. The Senior Improvement Team (SIT) to review current policies in collaboration with the consultative committee and the school council.

<b>Goal 4</b>	<p>PRODUCTIVITY To improve the Performance and Development Culture within the school community.</p>
<b>Target 4.1</b>	<p>By the end of 2018, there will be an improvement in the school staff survey response rate in relation to:</p> <ul style="list-style-type: none"> <li>• Teacher/Team collaboration (whole school) by 10%.</li> <li>• Principal Class/Teacher/Team collaboration by 8%.</li> </ul> <p>By the end of 2018, there will be an improvement in the P&amp;D culture of self assessment in relation to multiple sources of feedback from Level 1 to Level 3.</p>
<b>Target 4.2</b>	<p>By the end of term 1 2019, there will be a review of the PDP process to ensure;</p> <ul style="list-style-type: none"> <li>• clear induction for setting SMART goals</li> <li>• there is an opportunity to highlight further areas of interest and career pathways for staff.</li> </ul>
<b>Key Improvement Strategy 4.a</b> Building practice excellence	<p>1. Create a whole school culture of accountability and feedback.</p>
<b>Goal 5</b>	<p>ACHIEVEMENT To improve teacher capacity in delivering the Victorian Curriculum.</p>

<p><b>Target 5.1</b></p>	<p>By the end of 2018:</p> <ul style="list-style-type: none"> <li>• planning and curriculum mapping documentation will be developed to ensure all students are receiving a broad educational program.</li> <li>• staff will be provided with the tools to enable formative and summative assessments, thereby placing the student within the learning continuum of A to 10.</li> <li>• supporting documentation/PD will be provided to assist teachers/teams in developing comprehensive work programs that demonstrate the area/s of learning that students are working within.</li> </ul>
<p><b>Target 5.2</b></p>	<p>By the end of term 1 2019:</p> <ul style="list-style-type: none"> <li>• supporting documentation/PD will be provided to assist teachers/teams in developing comprehensive work programs that demonstrate the area/s of learning that students are working within.</li> </ul>
<p><b>Key Improvement Strategy 5.a</b> Curriculum planning and assessment</p>	<p>1. To build teacher/team capacity to plan, deliver and assess educational programs utilising the Victorian Curriculum</p>



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<b>ACHIEVEMENT</b> To improve individual student learning outcomes in literacy/communication.	Yes	By the end of 2018, 90% of students will achieve at a satisfactory or above level in their literacy/communication goals (Benchmark 2015).	Self selected Reading implemented across the school. 90% of students will achieve at a satisfactory or above level in their literacy/communication.
		By the end of term 1 2019, 90% of students will be assessed as on target to achieve at a satisfactory or above level in their literacy/communication goals.	Complete moderation of one assessment task in the area of literacy and/or communication by the end of term 1.
<b>ENGAGEMENT</b> Increase the active participation of students in their extra curricula learning.	No	By the end of 2018: <ul style="list-style-type: none"> <li>• 50 % of parents will respond positively on the parent opinion survey in relation to extra curricula activities.</li> <li>• there will be a 10% improvement in the area of engagement within the students attitude to schools survey.</li> </ul>	

		This will continue to be addressed at a school level across the term and reviewed for the next strategic plan.	
<b>WELLBEING</b> To enhance the safety and wellbeing of all students in the school.	Yes	By the end of 2018: <ul style="list-style-type: none"> <li>• 90% of students will achieve a satisfactory or above level in their Health and Safety Program goals.</li> <li>• 10% improvement in the area of wellbeing within the attitudes to school survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendations from staff, students and parents survey taken to SLT for staff to discuss.</li> <li>• All changes completed and final document presented to staff.</li> </ul>
		By the end of term 1 2019 the school will; <ul style="list-style-type: none"> <li>• Formulate a respectful relationships action plan for 2019</li> <li>• Review and update current policies to include respectful relationships/child safe.</li> </ul>	<ol style="list-style-type: none"> <li>1. Staff to be inducted on the RR principals during the first week of term 1.</li> <li>2. Draft a RR action plan using a collaborative process involving students, staff and community.</li> <li>3. RR Team leader to attend child safe PD and present the information to the whole school.</li> <li>4. Principal to induct school council on RR.</li> </ol>
<b>PRODUCTIVITY</b> To improve the Performance and Development Culture within the school community.	Yes	By the end of 2018, there will be an improvement in the school staff survey response rate in relation to: <ul style="list-style-type: none"> <li>• Teacher/Team collaboration (whole school) by 10%.</li> <li>• Principal Class/Teacher/Team collaboration by 8%.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff improvement guided by multiple sources of feedback</li> <li>• Established structures and processes that enable regular observation and feedback.</li> </ul> Teacher/Team collaboration (whole school) by 10%. <ul style="list-style-type: none"> <li>• Principal Class/Teacher/Team</li> </ul>

		<p>By the end of 2018, there will be an improvement in the P&amp;D culture of self assessment in relation to multiple sources of feedback from Level 1 to Level 3.</p>	<p>collaboration by 8%.</p>
		<p>By the end of term 1 2019, there will be a review of the PDP process to ensure;</p> <ul style="list-style-type: none"> <li>• clear induction for setting SMART goals</li> <li>• there is an opportunity to highlight further areas of interest and career pathways for staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to have completed their PDP SMART goals and discuss/recorded career pathways and aspirations.</li> </ul>
<p><b>ACHIEVEMENT</b> To improve teacher capacity in delivering the Victorian Curriculum.</p>	<p>Yes</p>	<p>By the end of 2018:</p> <ul style="list-style-type: none"> <li>• planning and curriculum mapping documentation will be developed to ensure all students are receiving a broad educational program.</li> <li>• staff will be provided with the tools to enable formative and summative assessments, thereby placing the student within the learning continuum of A to 10.</li> <li>• supporting documentation/PD will be provided to assist teachers/teams in developing comprehensive work programs that demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• To build/ develop teacher/PLC capacity to plan, deliver and assess educational programs utilising the Victorian Curriculum.</li> </ul>

		the area/s of learning that students are working within.	
		<p>By the end of term 1 2019:</p> <ul style="list-style-type: none"> <li>• supporting documentation/PD will be provided to assist teachers/teams in developing comprehensive work programs that demonstrate the area/s of learning that students are working within.</li> </ul>	100% teaching staff will have been provided with access to and developed comprehensive work programs.

<b>Goal 1</b>	<b>ACHIEVEMENT</b> To improve individual student learning outcomes in literacy/communication.	
<b>12 Month Target 1.1</b>	Self selected Reading implemented across the school. 90% of students will achieve at a satisfactory or above level in their literacy/communication.	
<b>12 Month Target 1.2</b>	Complete moderation of one assessment task in the area of literacy and/or communication by the end of term 1.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	1, To build teacher/team capacity to plan, deliver and assess individualised literacy and / or communication programs.	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>•Glenallen School will focus on moderation of the Victorian Curriculum English achievement standards . Moderation will be for both emergent and conventional literacy learners particularly students with additional and complex communication needs.</p>	
<p><b>Goal 2</b></p>	<p>WELLBEING To enhance the safety and wellbeing of all students in the school.</p>	
<p><b>12 Month Target 2.1</b></p>	<ul style="list-style-type: none"> <li>•Recommendations from staff, students and parents survey taken to SLT for staff to discuss.</li> <li>• All changes completed and final document presented to staff.</li> </ul>	
<p><b>12 Month Target 2.2</b></p>	<ol style="list-style-type: none"> <li>1. Staff to be inducted on the RR principals during the first week of term 1.</li> <li>2. Draft a RR action plan using a collaborative process involving students, staff and community.</li> <li>3. RR Team leader to attend child safe PD and present the information to the whole school.</li> <li>4. Principal to induct school council on RR.</li> </ol>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Setting expectations and promoting inclusion</p>	<p>1. Work collaboratively with the DET Respectful Relationship team to design an action plan.</p>	<p>Yes</p>
<p><b>KIS 2</b> Vision, values and culture</p>	<p>2. The Senior Improvement Team (SIT) to review current policies in collaboration with the consultative committee and the school council.</p>	<p>Yes</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>•Glenallen School has a focus on further developing the implementation of the Respectful Relationship (RR) framework. This will include reviewing and updating school policies to include RR and Child Safe.</p>	
<p><b>Goal 3</b></p>	<p><b>PRODUCTIVITY</b> To improve the Performance and Development Culture within the school community.</p>	
<p><b>12 Month Target 3.1</b></p>	<ul style="list-style-type: none"> <li>• Staff improvement guided by multiple sources of feedback</li> <li>• Established structures and processes that enable regular observation and feedback. Teacher/Team collaboration (whole school) by 10%.</li> <li>•Principal Class/Teacher/Team collaboration by 8%.</li> </ul>	
<p><b>12 Month Target 3.2</b></p>	<ul style="list-style-type: none"> <li>• Staff to have completed their PDP SMART goals and discuss/recorded career pathways and aspirations.</li> </ul>	
<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>1. Create a whole school culture of accountability and feedback.</p>	<p>Yes</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>Glenallen School has a continued focus on strengthening teacher practice and improving student outcomes through the PDP process, as well as assisting staff to further develop their skills.</p>	
<p><b>Goal 4</b></p>	<p><b>ACHIEVEMENT</b> To improve teacher capacity in delivering the Victorian Curriculum.</p>	

<b>12 Month Target 4.1</b>	• To build/ develop teacher/PLC capacity to plan, deliver and assess educational programs utilising the Victorian Curriculum.	
<b>12 Month Target 4.2</b>	100% teaching staff will have been provided with access to and developed comprehensive work programs.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	1. To build teacher/team capacity to plan, deliver and assess educational programs utilising the Victorian Curriculum	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 will focus on ensuring consistency of teacher work program content to align with individual student ILPs and the Victorian Curriculum.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	ACHIEVEMENT To improve individual student learning outcomes in literacy/communication.			
<b>12 Month Target 1.1</b>	Self selected Reading implemented across the school. 90% of students will achieve at a satisfactory or above level in their literacy/communication.			
<b>12 Month Target 1.2</b>	Complete moderation of one assessment task in the area of literacy and/or communication by the end of term 1.			
<b>KIS 1</b> Curriculum planning and assessment	1, To build teacher/team capacity to plan, deliver and assess individualised literacy and / or communication programs.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Provide professional learning linked to teacher moderation of writing against the Victorian Curriculum Achievement Standards.</li> <li>• Provide teachers with an appropriate and consistent writing stimulus for the moderation process.</li> <li>• SIT to timetable/schedule PD opportunities for teachers.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• All teachers will attend and participate in a moderation PD</li> <li>• All teachers will complete one moderation cycle for their students by the end of term 1.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• By the end of term 1 Teachers will have participated in moderation PD and have one piece of student work moderated against the Victorian Curriculum standards.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Writing moderation PD.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00



	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 1	<input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	<b>WELLBEING</b> To enhance the safety and wellbeing of all students in the school.			
<b>12 Month Target 2.1</b>	<ul style="list-style-type: none"> <li>•Recommendations from staff, students and parents survey taken to SLT for staff to discuss.</li> <li>• All changes completed and final document presented to staff.</li> </ul>			
<b>12 Month Target 2.2</b>	<ol style="list-style-type: none"> <li>1.Staff to be inducted on the RR principals during the first week of term 1.</li> <li>2.Draft a RR action plan using a collaborative process involving students, staff and community.</li> <li>3.RR Team leader to attend child safe PD and present the information to the whole school.</li> <li>4.Principal to induct school council on RR.</li> </ol>			
<b>KIS 1</b> Setting expectations and promoting inclusion	<ol style="list-style-type: none"> <li>1. Work collaboratively with the DET Respectful Relationship team to design an action plan.</li> </ol>			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Provide professional learning linked to Respectful Relationships and Child Safe on the Curriculum Day.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>•Staff will have improved knowledge relating to the RR and Child Safe framework.</li> <li>•Staff will have access to what their roles and responsibilities are in relation to RR and Child Safe.</li> <li>•SIT team, DET, school community will completed a RR action plan for Glenallen School.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>•Staff participation in the RR and Child Safe PD on 30.01.2019.</li> <li>•Completed Action Plan for Glenallen School.</li> </ul>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum day term 1 2019	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Vision, values and culture	2. The Senior Improvement Team (SIT) to review current policies in collaboration with the consultative committee and the school council.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Work collaboratively with DET and the school community to develop RR action plan and publish related policies.</li> <li>• Provide students, staff and community links to updated policy on the school's website.</li> </ul>			
<b>Outcomes</b>	•All related policies to be reviewed and updated.			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>•School council to ratify updated policies.</li> <li>•Policies uploaded to our website for students, parents and community.</li> <li>•The school's intranet will hold the updated policies for staff access.</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Updating and reviewing policies to include RR and Child Safe.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	PRODUCTIVITY To improve the Performance and Development Culture within the school community.			
<b>12 Month Target 3.1</b>	<ul style="list-style-type: none"> <li>• Staff improvement guided by multiple sources of feedback</li> <li>• Established structures and processes that enable regular observation and feedback. Teacher/Team collaboration (whole school) by 10%.</li> </ul>			

	•Principal Class/Teacher/Team collaboration by 8%.			
<b>12 Month Target 3.2</b>	• Staff to have completed their PDP SMART goals and discuss/recorded career pathways and aspirations.			
<b>KIS 1</b> Building practice excellence	1. Create a whole school culture of accountability and feedback.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>•PD delivery for writing SMART goals at our term 1 curriculum day.</li> <li>•Timetabled meeting for staff to discuss SMART goals and career aspirations with their reviewer.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>•Staff will be given an opportunity to discuss their career aspirations at the start of the PDP cycle.</li> <li>•All staff to meet with their reviewer to discuss and write SMART goals for their PDP.</li> </ul>			
<b>Success Indicators</b>	• SMART goals to be evidence in PDPs.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Curriculum day SMART goal PD.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Staff to meet with their PDP reviewer.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,600.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	<b>ACHIEVEMENT</b> To improve teacher capacity in delivering the Victorian Curriculum.			

<b>12 Month Target 4.1</b>	• To build/ develop teacher/PLC capacity to plan, deliver and assess educational programs utilising the Victorian Curriculum.			
<b>12 Month Target 4.2</b>	100% teaching staff will have been provided with access to and developed comprehensive work programs.			
<b>KIS 1</b> Curriculum planning and assessment	1. To build teacher/team capacity to plan, deliver and assess educational programs utilising the Victorian Curriculum			
<b>Actions</b>	<ul style="list-style-type: none"> <li>•Provide PD to teachers outlining the minimum requirements to be included in work programs.</li> <li>•Teachers will be provided with a variety of work program examples.</li> </ul>			
<b>Outcomes</b>	•All teachers will need evidence of the minimum requirements of work programs uploaded to the school intranet.			
<b>Success Indicators</b>	•100% of teachers will be assessed as achieving the minimum requirements set out by the school.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
PD activity on work program development.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
HOS and Learning Specialist to support the development and validate work programs.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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	\$2,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$2,000.00</b>	<b>\$0.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Curriculum day term 1 2019	from: Term 1 to: Term 1		\$2,000.00	
<b>Totals</b>			<b>\$2,000.00</b>	

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Writing moderation PD.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Curriculum day term 1 2019	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Updating and reviewing policies to include RR and Child Safe.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Curriculum day SMART goal PD.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources AITSL	<input checked="" type="checkbox"/> On-site

Staff to meet with their PDP reviewer.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources PDP online AITSL	<input checked="" type="checkbox"/> On-site
PD activity on work program development.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
HOS and Learning Specialist to support the development and validate work programs.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site