# 2021 Annual Implementation Plan

**for improving student outcomes**

Kororoit Creek Primary School (5499)



Submitted for review by Bethany Riseley (School Principal) on 23 March, 2021 at 10:57 AM
Endorsed by Anne-Maree Kliman (Senior Education Improvement Leader) on 19 April, 2021 at 11:06 AM
Endorsed by George Lepa (School Council President) on 21 April, 2021 at 03:35 PM

# Self-evaluation Summary - 2021

| | FISO Improvement Model Dimensions<br>The 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
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| **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 |

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

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

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

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| **Enter your reflective comments** | There is a successful and established coaching and instructional model across the school that has contributed significantly to the positive student learning outcomes from P-6, this work will continue to be implemented, monitored and refined throughout 2021.<br>The successful implementation of the PLC model across the school has also supported student achievement, this has included establishes clear goal, focus, as well as building the leadership capacity of our middle level leaders in both their curriculum knowledge and leadership capabilities.<br>Whilst a wide range of valued and authentic student leadership opportunities exist within the school, voice and agency in learning is not yet consistently understood by staff.<br>Student knowledge and understanding  show varying degrees of ownership of learning and goal setting practices, and varying levels of co-construction of learning direction, this will form a focus in 2021 |
| **Considerations for 2021** | -Learning growth and outcomes in literacy and numeracy<br>-Extension in both literacy and numeracy<br>-Student agency in learning and wellbeing |

| | -Clarity and consistency in student management<br>-Tutoring program to be established across the school in line with DET 2021 initiative<br>-Building the capacity of our staff to cater for EAL students (English and Additional Language) |
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| **Documents that support this plan** | |

# SSP Goals Targets and KIS

| Goal 1 | 2021 Priorities Goal |
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| **Target 1.1** | Support for the 2021 Priorities |
| **Key Improvement Strategy 1.a**<br>Curriculum planning and assessment | Learning, catch-up and extension priority |
| **Key Improvement Strategy 1.b**<br>Health and wellbeing | Happy, active and healthy kids priority |
| **Key Improvement Strategy 1.c**<br>Building communities | Connected schools priority |
| Goal 2 | To maximise learning growth in literacy and numeracy for all students |
| **Target 2.1** | By 2024, increase the percentage of students exceeding benchmark growth in numeracy, reading and writing (NAPLAN):<br><br>• numeracy: from 20% (2019) to 25%<br>• reading: from 22% (2019) to 25%<br>• writing: from 18% (2019) to 25% |
| **Target 2.2** | By 2024, increase the number of students in the top two bands at Year 3 and Year 5 in numeracy, reading and writing (NAPLAN):<br><br>Year 3:<br><br>• numeracy: from 55% (2019) to 57%<br>• reading: from 65% (2019) to 67% |

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| | • writing: from 76% (2019) to 77%<br><br>Year 5:<br><br>• numeracy: from 41% (2019) to 45%<br>• reading: from 39% (2019) to 45%<br>• writing: from 30% (2019) to 32% |
| **Target 2.3** | By 2024, increase the percentage of students who achieve an A or B in the Victorian Curriculum (teacher judgement) in number, reading and writing:<br><br>• number: from 53% (2019) to 56%<br>• reading: from 59% (2019) to 65%<br>• writing: from 45% (2019) to 50% |
| **Key Improvement Strategy 2.a**<br>Curriculum planning and assessment | Monitor and refine effective curriculum, instruction and assessment whole-school practices in teaching and learning |
| **Key Improvement Strategy 2.b**<br>Building practice excellence | Build teacher knowledge and capability in numeracy and literacy delivery to improve student learning |
| **Key Improvement Strategy 2.c**<br>Evaluating impact on learning | Strategically allocate resourcing to target specific student learning needs |
| **Goal 3** | To improve engagement by empowering students to activate learner agency |
| **Target 3.1** | By 2024, increase the student positive endorsement as measured by the Attitude to School Survey factors of: |

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| | • student voice and agency from 71% (2019) to 75%<br>• self-regulation and goal setting from 89% (2019) to 92%<br>• stimulating learning from 85% (2019) to 90%<br>• sense of confidence from 82% to 86%<br>• student motivation from 83% to 87% |
| **Target 3.2** | By 2024, increase the staff positive percentage endorsement as measured by the School Staff Survey for:<br><br>• parent and community involvement from 78% to 80%<br>• promote student ownership of learning goals 94% to 95%<br>• support growth and learning of the whole student 85% to 87% |
| **Target 3.3** | By 2024, increase the parent positive percentage endorsement as measured by the Parent Opinion Survey for:<br><br>• student voice and agency from 84% (2019) to 86% |
| **Key Improvement Strategy 3.a**<br>Building practice excellence | Build teacher capability to understand and activate authentic opportunities for voice and agency to support student learning and wellbeing |
| **Key Improvement Strategy 3.b**<br>Intellectual engagement and self-awareness | Build student capability to understand and activate authentic opportunities for voice and agency to support student learning and wellbeing |

# Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target<br><br>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
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| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | A clear process will be established to ensure consistent approach to student management and  students requiring catch up and extension will be identified through data sets and supported through relevant programs.<br><br>To increase the percentage of positive student responses in student voice and agency and stimulating learning. |
| To maximise learning growth in literacy and numeracy for all students | Yes | By 2024, increase the percentage of students exceeding benchmark growth in numeracy, reading and writing (NAPLAN):<br><br>• numeracy: from 20% (2019) to 25%<br>• reading: from 22% (2019) to 25%<br>• writing: from 18% (2019) to 25% | To increase the percentage of students achieving above expected growth in writing (teacher judgement). |
| | | By 2024, increase the number of students in the top two bands at Year 3 and Year 5 in numeracy, reading and writing (NAPLAN):<br><br>Year 3: | To increase the percentage of students achieving above expected growth in reading (teacher judgement). |

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| | | - numeracy: from 55% (2019) to 57%<br>- reading: from 65% (2019) to 67%<br>- writing: from 76% (2019) to 77%<br><br>Year 5:<br><br>- numeracy: from 41% (2019) to 45%<br>- reading: from 39% (2019) to 45%<br>- writing: from 30% (2019) to 32% | |
| | | By 2024, increase the percentage of students who achieve an A or B in the Victorian Curriculum (teacher judgement) in number, reading and writing:<br><br>- number: from 53% (2019) to 56%<br>- reading: from 59% (2019) to 65%<br>- writing: from 45% (2019) to 50% | To increase the percentage of students achieving above expected growth in number (teacher judgement). |
| To improve engagement by empowering students to activate learner agency | No | By 2024, increase the student positive endorsement as measured by the Attitude to School Survey factors of:<br><br>- student voice and agency from 71% (2019) to 75%<br>- self-regulation and goal setting from 89% (2019) to 92%<br>- stimulating learning from 85% (2019) to 90%<br>- sense of confidence from 82% to 86%<br>- student motivation from 83% to 87% | |

By 2024, increase the staff positive percentage endorsement as measured by the School Staff Survey for:

- parent and community involvement from 78% to 80%
- promote student ownership of learning goals 94% to 95%
- support growth and learning of the whole student 85% to 87%

By 2024, increase the parent positive percentage endorsement as measured by the Parent Opinion Survey for:

- student voice and agency from 84% (2019) to 86%

| Goal 1 | 2021 Priorities Goal | |
|---|---|---|
| **12 Month Target 1.1** | A clear process will be established to ensure consistent approach to student management and  students requiring catch up and extension will be identified through data sets and supported through relevant programs.<br><br>To increase the percentage of positive student responses in student voice and agency and stimulating learning. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**<br>Curriculum planning and assessment | Learning, catch-up and extension priority | Yes |
| **KIS 2** | Happy, active and healthy kids priority | Yes |

| Health and wellbeing | | |
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| **KIS 3**<br>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 in literacy and numeracy for all students | |
| **12 Month Target 2.1** | To increase the percentage of students achieving above expected growth in writing (teacher judgement). | |
| **12 Month Target 2.2** | To increase the percentage of students achieving above expected growth in reading (teacher judgement). | |
| **12 Month Target 2.3** | To increase the percentage of students achieving above expected growth in number (teacher judgement). | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**<br>Curriculum planning and assessment | Monitor and refine effective curriculum, instruction and assessment whole-school practices in teaching and learning | No |
| **KIS 2**<br>Building practice excellence | Build teacher knowledge and capability in numeracy and literacy delivery to improve student learning | Yes |
| **KIS 3**<br>Evaluating impact on learning | Strategically allocate resourcing to target specific student learning needs | 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. | With a new strategic plan, this KIS has been identified to allow a focus on building teacher capacity in literacy and numeracy instruction and catering for a diverse range of student needs in their classroom and wider cohort.  After our school review, it was concluded that there was an effective coaching and leadership model in place to support teacher growth therefore the focus in 2020 will be to continue to implement this model and build the capacity of our teachers in effectively teaching literacy and numeracy. Through strategically allocating resources in line with the Tutor program and Victorian High Achieving Program, this will also support us to build the capacity of our teachers to identify and support our EAL students. |
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# Define Actions, Outcomes and Activities

| Goal 1 | 2021 Priorities Goal |
|---|---|
| **12 Month Target 1.1** | A clear process will be established to ensure consistent approach to student management and  students requiring catch up and extension will be identified through data sets and supported through relevant programs.<br><br>To increase the percentage of positive student responses in student voice and agency and stimulating learning. |
| **KIS 1**<br>Curriculum planning and assessment | Learning, catch-up and extension priority |
| **Actions** | In line with 2021 priorities, Kororoit Creek Primary School will establish an effective tutoring model that complements the already existing intervention programs. This includes defining the model, establishing a process to identify the students, allocate tutors and monitor the process and data. |
| **Outcomes** | Leaders will<br>- identify, unpack and interpret data sets<br>- use this to then identify the areas of need within teams<br>- define the role of the tutors<br>- identify the students that need to be a focus<br>- establish a measure for success<br>- support the planning process within teams<br>- schedule time for teams to unpack data, identify students and forward plan<br>- build the capacity and professional knowledge of the tutors<br>- monitor progress of the program and student achievement<br><br>Teachers will<br>- work with the leaders to monitor the implementation and success of the program<br>- work together and collaborate to align the priority for the team with the program within their classroom practices<br>- build on their professional knowledge around curriculum and practice and skills in catering for the identified students<br>- monitor student progress through effective assessments (tutors and classroom teachers) |

| | Students will<br>- take part in the program | | | |
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| **Success Indicators** | Leaders will<br>- have established a measure for success and monitored the data<br>- have established a clear role for the tutors with a clear process in how the tutoring model is implemented<br><br>Teachers will<br>- have increased their professional knowledge around curriculum, practice, collaboration and skills in catering for all student needs<br>- have collected relevant data sets throughout the implementation of the program<br><br>Students will<br>- make growth in their identified area of need | | | |

| **Activities and Milestones** | **Who** | **Is this a PL Priority** | **When** | **Budget** |
|---|---|---|---|---|
| Continue the numeracy intervention program | ☑ Numeracy Leader | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $65,000.00<br><br>☑ Equity funding will be used |
| Continue the literacy intervention program | ☑ Literacy Leader | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $188,000.00<br><br>☑ Equity funding will be used |
| Provide professional learning to support in the identification and strategies to extend and support students | ☑ Leadership Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $5,000.00<br><br>☑ Equity funding will be used |
| Develop Tutor role description | ☑ Assistant Principal | ☐ PLP Priority | from:<br>Term 1 | $0.00 |

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| | | | | to:<br>Term 2 | ☐ Equity funding will be used |
| Develop KCPS Tutor program model | ☑ Assistant Principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| Establish strategy/criteria for student eligible for tutor program | ☑ Leadership Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | $0.00<br><br>☐ Equity funding will be used |
| Identify grade 3 2019 T2B students to remain in T2B grade 5 2021 in Reading as part of HISAP strategy | ☑ School Improvement Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | $0.00<br><br>☐ Equity funding will be used |
| Allocate tutors to support in the catch up and extension of students | ☑ Principal | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $10,000.00<br><br>☑ Equity funding will be used |

| KIS 2<br>Health and wellbeing | Happy, active and healthy kids priority |
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| **Actions** | To maximise student engagement, we will develop an effective approach in giving students more opportunities to have authentic voice within various aspects of the school including curriculum planning. We will engage with external consultants to build teacher capacity for authentic opportunities to support student voice and agency in all classrooms |

| Outcomes | Leaders will<br>- provide professional learning in creating authentic opportunities for voice and agency to support student learning and wellbeing<br>- build a common language around voice and agency with students<br><br>Teachers will<br>- engage in professional learning in creating authentic opportunities for voice and agency<br>- gain an understanding of the differences between voice and agency in all areas of the school including the curriculum<br><br>Students will<br>- have authentic opportunities for agency in their learning<br>- continue to take part in Student Empowerment Group to have an authentic voice in curriculum |
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| Success Indicators | Leaders will:<br>- continue to refine the role and purpose of the Student Empowerment Group and provide the group with authentic opportunities to have a voice across the school<br><br>Teachers will:<br>- implement the feedback from students attending the Student Empowerment Group<br>- plan documentation that reflects opportunities for authentic agency for students<br><br>Students will:<br>- continue to contribute to the Student Empowerment Group |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Engage and plan staff professional learning with Kath Murdoch (Voice and Agency) | ☑ Leadership Team | ☑ PLP Priority | from: Term 3 to: Term 3 | $3,000.00<br><br>☐ Equity funding will be used |
| Continue to implement the SEG and consult with students about the teaching and learning program | ☑ Leading Teacher(s) | ☐ PLP Priority | from: Term 1 | $0.00 |

| | | | | to:<br>Term 4 | ☐ Equity funding will be used |
|---|---|---|---|---|---|
| Investigate the implementation of personal inquiries as part of the curriculum | ☑ Leadership Team | ☐ PLP Priority | from:<br>Term 3<br>to:<br>Term 4 | $5,000.00<br><br>☐ Equity funding will be used |
| Develop documentation to define and support the implementation of voice and agency for students at KCPS | ☑ School Improvement Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $5,000.00<br><br>☑ Equity funding will be used |
| Identify how Voice, choice and agency will be evidenced in planning documents and support team to ensure this is documented | ☑ School Improvement Team | ☐ PLP Priority | from:<br>Term 3<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |

| KIS 3<br>Building communities | Connected schools priority |
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| **Actions** | To maximise student engagement and enhance community connections,  we will develop a consistent and effective approach in managing and supporting student behaviour across the school. We will engage with external consultants to build teacher capacity to understand and respond to student needs. This will promote student connection to school , students feeling safe and promoting positive wellbeing using the language of the IB learner profile. |
| **Outcomes** | Leaders will:<br>- engage external constants and liaise with them to develop documentation<br>- model behaviours through coaching cycles<br>- develop and implement the process across the school<br>- build a common language to support students<br>- engage the school community and communicate the processes and approaches developed |

| | Teachers will: <br> - engage in professional learning to support student learning and wellbeing <br> - model the behaviours and use the approaches as observed through coaching cycles <br><br> Students will: <br> - have input in the development of whole school processes to support wellbeing <br> - have an understanding of the expectations for expected student behaviours |
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| **Success Indicators** | Leaders will: <br> - consistently use and model the behaviours and language, including the Learner Profile attributes to manage and support students behaviours <br> - have implemented the processes across the school <br><br> Teachers will: <br> - consistently use the behaviours and language, including the Learner Profile attributes to manage and support students behaviours <br><br> Students will: <br> - understand the language and processes in the approach to managing and supporting student behaviours <br> -student will feel safe and connected to school |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Create documentation to support student behaviours and wellbeing, including a matrix of expectations, defining minor and major behaviours and identifying proactive strategies | ☑ Leadership Team | ☐ PLP Priority | from: Term 1 to: Term 4 | $10,000.00 <br><br> ☑ Equity funding will be used |
| Provide professional learning for Team Leaders in supporting student behaviours and wellbeing | ☑ Assistant Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 <br><br> ☐ Equity funding will be used |

| Principal class to undertake professional learning in escalation cycles and safety plans | ☑ Leadership Team | ☑ PLP Priority | from: Term 2 to: Term 2 | $1,000.00<br><br>☑ Equity funding will be used |
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| Liaise with student focus groups to support the formulation of behaviour support documentation | ☑ Assistant Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00<br><br>☐ Equity funding will be used |
| Liaise with classroom teachers to support the formulation of behaviour support documentation | ☑ Assistant Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00<br><br>☐ Equity funding will be used |
| Engage and plan staff professional learning with Dan Petro (wellbeing) | ☑ Leadership Team | ☑ PLP Priority | from: Term 1 to: Term 3 | $15,000.00<br><br>☑ Equity funding will be used |

| Goal 2 | To maximise learning growth in literacy and numeracy for all students |
|---|---|
| **12 Month Target 2.1** | To increase the percentage of students achieving above expected growth in writing (teacher judgement). |
| **12 Month Target 2.2** | To increase the percentage of students achieving above expected growth in reading (teacher judgement). |
| **12 Month Target 2.3** | To increase the percentage of students achieving above expected growth in number (teacher judgement). |
| **KIS 1**<br>Building practice excellence | Build teacher knowledge and capability in numeracy and literacy delivery to improve student learning |

| Actions | To maximise learning growth in literacy and numeracy for all students, Kororoit Creek Primary School will engage in Professional Learning Communities (PLCs) that are student centred, determined by ongoing data sets and improvement driven. Coaching, delivered by members of the leadership team, will support teachers across the school to build their knowledge and capacity. Rich and rigorous professional learning will be aligned to ensure consistency around curriculum, instruction and assessment. |
|---|---|
| Outcomes | Leaders will:<br>- build the capacity of the Learning Specialists, Leading Teachers and Team Leaders (curriculum, assessment and collaboration)<br>- build the knowledge, capacity and skills of all leaders in implementing effective PLCs<br><br>Teachers will:<br>- efficaciously participate in PLCs and team planning<br>- collect and monitor assessments and data using the improvement cycle<br>- build knowledge and practice around effective goal setting for all students<br><br>Students will:<br>- be active participants in personal goal setting<br>- understand their role in the workshop model |
| Success Indicators | Leaders will:<br>- have further developed their knowledge and capacity while engaging in professional learning<br>- have led, monitored and evaluated the PLCs while building the capacity of middle leaders<br><br>Teachers will:<br>- implement effective practices from professional learning from PLCs<br>- implement effective practices from professional learning through coaching cycles in their daily practice<br>- reflect on own knowledge and practice through the PDP process<br><br>Students will:<br>- be able to clearly articulate personal goals and strategies towards achieving them<br>- identify their role in the workshop model |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Engage external consultant (Terri) for 30 days | ☑ Literacy Leader | ☑ PLP Priority | from: Term 1 | $30,000.00 |

| | | | from: | |
|---|---|---|---|---|
| | | | to: Term 3 | ☑ Equity funding will be used |
| Engage in inspiring maths leadership program | ☑ Numeracy Improvement Teacher ☑ Numeracy Leader | ☑ PLP Priority | from: Term 1 to: Term 4 | $5,000.00 ☐ Equity funding will be used |
| Incorporate peer observations in every PLCs with a focus on improving teacher practice | ☑ Learning Specialist(s) ☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 ☐ Equity funding will be used |
| Incorporate data reflection/focus into PDPs | ☑ All Staff | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 ☐ Equity funding will be used |
| Provide professional learning in regards to curriculum, instruction and assessment, including goal setting for whole staff | ☑ Leadership Team | ☐ PLP Priority | from: Term 2 to: Term 4 | $6,000.00 ☐ Equity funding will be used |
| Providing Professional Learning to upskill Learning Specialists to lead PLCs | ☑ Assistant Principal ☑ Learning Specialist(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 ☐ Equity funding will be used |
| **KIS 2** Evaluating impact on learning | Strategically allocate resourcing to target specific student learning needs | | | |

| Actions | To maximise learning growth, resources including targeted interventions, will be strategically allocated to align with student needs as evidenced in data sets. Coaching partnerships, professional learning and assessment practices will build teacher knowledge and capability in numeracy and literacy delivery to extend and improve student learning. |
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| **Outcomes** | Leaders will:<br>- allocated coaching partnerships including peer observations will be established as per teacher needs<br>- align the Professional Learning schedule to continue to build teacher knowledge and capability in numeracy and literacy delivery to improve student learning<br>- implement and monitor the assessment schedule<br>- develop a strategy to effectively identify and support EAL students as well as explicit differentiation for students at all levels<br>- provide professional learning for teachers of the EAL curriculum and how to differentiate effectively to meet individual student needs<br><br>Teachers will:<br>- identify targeted groups of students working at different points in the curriculum as well as students who need to access the EAL curriculum as identified through targeted assessment practices and students working well above standard<br>- build their professional knowledge with the EAL curriculum and differentiation to effectively meet individual student needs<br>- actively engage in coaching partnerships including peer observations |
| **Success Indicators** | Leaders will:<br>- use relevant data to track progress with evidence of increased growth<br>- built a common understanding and knowledge around the EAL curriculum and differentiation, and will have effectively used this in coaching partnerships<br><br>Teachers will:<br>- have an understanding of the EAL curriculum and have embedded this in their daily practice<br>- have implemented clear processes for identification for targeted students and the effective teaching, learning and assessment strategies that would support these students including students well above standard<br><br>Students will:<br>- engage in the teaching and learning |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Allocate coaching partnerships to support teacher growth in literacy and numeracy | ☑ Leadership Team | ☐ PLP Priority | from: Term 1 | $20,000.00 |

| | | | to:<br>Term 4 | ☑ Equity funding will be used |
|---|---|---|---|---|
| Develop strategy to identify EAL students | ☑ Leadership Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | $10,000.00<br><br>☑ Equity funding will be used |
| Seek professional learning to support teacher knowledge in EAL curriculum | ☑ Leadership Team<br>☑ School Improvement Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $60,000.00<br><br>☑ Equity funding will be used |
| Curriculum team to unpack EAL curriculum | ☑ School Improvement Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | $5,000.00<br><br>☑ Equity funding will be used |
| Develop strategy to support and target EAL students | ☑ Leadership Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | $0.00<br><br>☐ Equity funding will be used |

# Equity Funding Planner

## Equity Spending Totals

| Category | Total proposed budget ($) | Spend ($) |
|---|---|---|
| Equity funding associated with Activities and Milestones | $424,000.00 | $424,000.00 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $424,000.00 | $424,000.00 |

## Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget ($) | Equity Spend ($) |
|---|---|---|---|---|
| Continue the numeracy intervention program | from: Term 1 to: Term 4 | ☑ School-based staffing ☑ Teaching and learning programs and resources | $65,000.00 | $65,000.00 |
| Continue the literacy intervention program | from: Term 1 to: Term 4 | ☑ School-based staffing ☑ Teaching and learning programs and resources | $188,000.00 | $188,000.00 |
| Provide professional learning to support in the identification and strategies to extend and support students | from: Term 1 to: Term 4 | ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT | $5,000.00 | $5,000.00 |
| Allocate tutors to support in the catch up and extension of students | from: Term 1 to: Term 4 | ☑ School-based staffing ☑ Teaching and learning programs and resources | $10,000.00 | $5,000.00 |

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| | | ☑ Professional development (excluding CRT costs and new FTE) | | |
| Develop documentation to define and support the implementation of voice and agency for students at KCPS | from: Term 1 to: Term 4 | ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT | $5,000.00 | $5,000.00 |
| Create documentation to support student behaviours and wellbeing, including a matrix of expectations, defining minor and major behaviours and identifying proactive strategies | from: Term 1 to: Term 4 | ☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) | $10,000.00 | $15,000.00 |
| Principal class to undertake professional learning in escalation cycles and safety plans | from: Term 2 to: Term 2 | ☑ Professional development (excluding CRT costs and new FTE) | $1,000.00 | $1,000.00 |
| Engage and plan staff professional learning with Dan Petro (wellbeing) | from: Term 1 to: Term 3 | ☑ Professional development (excluding CRT costs and new FTE) | $15,000.00 | $15,000.00 |
| Engage external consultant (Terri) for 30 days | from: Term 1 to: Term 3 | ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT | $30,000.00 | $30,000.00 |
| Allocate coaching partnerships to support teacher growth in literacy and numeracy | from: Term 1 to: Term 4 | ☑ School-based staffing ☑ CRT | $20,000.00 | $20,000.00 |
| Develop strategy to identify EAL students | from: Term 1 | ☑ School-based staffing | $10,000.00 | $10,000.00 |

| | to:<br>Term 3 | ☑ Teaching and learning programs and resources<br><br>☑ Professional development (excluding CRT costs and new FTE) | | |
|---|---|---|---|---|
| Seek professional learning to support teacher knowledge in EAL curriculum | from:<br>Term 1<br>to:<br>Term 4 | ☑ School-based staffing<br>☑ Teaching and learning programs and resources<br><br>☑ CRT | $60,000.00 | $60,000.00 |
| Curriculum team to unpack EAL curriculum | from:<br>Term 1<br>to:<br>Term 3 | ☑ School-based staffing<br>☑ Teaching and learning programs and resources<br><br>☑ CRT | $5,000.00 | $5,000.00 |
| **Totals** | | | $424,000.00 | $424,000.00 |

## 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 |
|---|---|---|---|---|---|---|
| Provide professional learning to support in the identification and strategies to extend and support students | ☑ Leadership Team | from: Term 1 to: Term 4 | ☑ Planning ☑ Moderated assessment of student learning ☑ Curriculum development | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ School improvement partnerships ☑ Internal staff | ☑ On-site |
| Allocate tutors to support in the catch up and extension of students | ☑ Principal | from: Term 1 to: Term 4 | ☑ Planning ☑ Curriculum development | ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Area Principal Forums | ☑ School improvement partnerships ☑ Literacy Leaders | ☑ On-site |
| Engage and plan staff professional learning with Kath Murdoch (Voice and Agency) | ☑ Leadership Team | from: Term 3 to: Term 3 | ☑ Planning | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ External consultants Kath Murdoch | ☑ On-site |
| Develop documentation to define and support the implementation of voice and agency for students at KCPS | ☑ School Improvement Team | from: Term 1 to: Term 4 | ☑ Planning ☑ Curriculum development | ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day | ☑ Leadership partners | ☑ On-site |
| Principal class to undertake professional learning in escalation cycles and safety plans | ☑ Leadership Team | from: Term 2 to: Term 2 | ☑ Planning ☑ Preparation | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ External consultants Dan Petro | ☑ On-site |

| | | | | | | |
|---|---|---|---|---|---|---|
| Engage and plan staff professional learning with Dan Petro (wellbeing) | ☑ Leadership Team | from: Term 1 to: Term 3 | ☑ Peer observation including feedback and reflection | ☑ Whole School Pupil Free Day<br>☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ External consultants Dan Petro | ☑ On-site |
| Engage external consultant (Terri) for 30 days | ☑ Literacy Leader | from: Term 1 to: Term 3 | ☑ Preparation<br>☑ Curriculum development<br>☑ Demonstration lessons | ☑ Formal School Meeting / Internal Professional Learning Sessions<br>☑ PLC/PLT Meeting | ☑ External consultants Terri Campbell | ☑ On-site |
| Engage in inspiring maths leadership program | ☑ Numeracy Improvement Teacher<br>☑ Numeracy Leader | from: Term 1 to: Term 4 | ☑ Curriculum development | ☑ Network Professional Learning | ☑ Primary Mathematics and Science specialists | ☑ Off-site TBC |
| Develop strategy to identify EAL students | ☑ Leadership Team | from: Term 1 to: Term 3 | ☑ Design of formative assessments<br>☑ Moderated assessment of student learning<br>☑ Curriculum development | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ School improvement partnerships<br>☑ Bastow program/course | ☑ On-site |
| Seek professional learning to support teacher knowledge in EAL curriculum | ☑ Leadership Team<br>☑ School Improvement Team | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Curriculum development | ☑ Network Professional Learning<br>☑ Communities of Practice | ☑ VCAA Curriculum Specialist | ☑ On-site |

| Curriculum team to unpack EAL curriculum | ☑ School Improvement Team | from: Term 1 to: Term 3 | ☑ Curriculum development | ☑ Timetabled Planning Day ☑ Network Professional Learning | ☑ Departmental resources TBC | ☑ On-site |
|---|---|---|---|---|---|---|