

2021 Annual Implementation Plan

for improving student outcomes

Terang College (6236)



Submitted for review by Michael Castersen (School Principal) on 23 December, 2020 at 06:39 AM
Endorsed by Michelle Miller (Senior Education Improvement Leader) on 10 June, 2021 at 03:46 PM
Endorsed by Tammi Logan (School Council President) on 10 June, 2021 at 06:33 PM

Self-evaluation Summary - 2021

Terang College (6236)

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

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

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

Enter your reflective comments	<p>Our Professional learning Community approach to all facets of Terang College life appears to be working well. With assistance from our DSSI Teaching Partners and the leadership of our two Learning Specialists- the 'enquiry' approach to teaching and learning this year has produced some fascinating results.</p> <p>After reviewing its leadership structure, Terang College made a conscious decision to provide more exposure to and opportunities to be involved in leadership with the introduction of three Executive Teams: Literacy, Numeracy and Engagement. In addition to this, all positions of responsibility were reviewed and a concerted effort was made to encourage all members to apply.</p> <p>As a result of Covid-19 and as part of our AMP (Phase 1) process for the relocation of Terang College P-4 Campus to the 5-12 site, Terang College surveyed all students on a host of matters, including well being. Interestingly, students hailed</p>
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	<p>disruptive peers as their number one barrier to learning.</p>
<p>Considerations for 2021</p>	<p>Our curriculum mapping will continue to be a focus in 2021- especially in Numeracy.</p> <p>'Learning Walks' will be embedded into the actions of all Leadership Team members- with a focus on adherence to the Instructional Model.</p> <p>Our school values will be displayed, examined and celebrated with vigor.</p> <p>Student well being will be our number one priority- with the appointment of our student counselor and the 'Priorities Goal' being our real focus given the past year.</p> <p>Terang College will embark on Phase 2 of the AMP- relocation of its P-4 Campus to the senior site.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve student learning outcomes in literacy and numeracy.
Target 2.1	By 2022 the percentage of Year 3, 5, 7 and 9 students achieving in the top two bands in NAPLAN reading, writing and numeracy will match or exceed the state percentage.
Target 2.2	By 2022 the percentage of students in Years 5, 7 and 9 achieving medium relative learning gain will be 50% or greater and the percentage achieving high relative learning gain will be 25% or greater.
Target 2.3	By 2022 all non-PSD students will achieve the equivalent of one year's learning growth for each year of the School Strategic Plan.
Target 2.4	By 2022 all students will achieve at or above the GAT predicted study scores.

Key Improvement Strategy 2.a Curriculum planning and assessment	Build the capability of every teacher to implement a whole school approach to instructional practice within an agreed Professional Learning Communities (PLC) framework.
Key Improvement Strategy 2.b Curriculum planning and assessment	Embed an agreed and documented guaranteed and viable curriculum that is implemented consistently and rigorously across all subject areas.
Key Improvement Strategy 2.c Building practice excellence	Build teacher capability to develop and implement a range of assessment strategies and use the data to collaboratively plan and teach to each student's point of learning.
Goal 3	To engage students in their learning.
Target 3.1	By 2022 increase the percentage of positive responses for the teaching and learning practice improvement module components seek feedback to improve practice from 45% to 65% and professional learning through peer observation from 10% to 60%
Target 3.2	By 2022 increase the percentage of positive responses for the teaching and learning evaluate module component, use student feedback to improve practice, from 55% to 75%
Target 3.3	By 2022 increase the percentage of positive responses for the Attitudes to School (ATOS) survey factors stimulated learning, motivation and interest, learning confidence, and student voice and agency to 90% at Years 4-6, 65% at years 7-9 and 75% at Years 10-12.
Target 3.4	By 2022 increase the percentage of positive responses for the ATOS survey factor high expectations to 85% at Years 7-12.
Target 3.5	By 2022 improve percentage absence from 91% to 95% across Terang College.
Key Improvement Strategy 3.a Building practice excellence	Improve and align teacher practice through the use of feedback. (BPE)

Key Improvement Strategy 3.b Empowering students and building school pride	Embed student voice and agency in learning. (ES&BSP)
Goal 4	Improve student learning through strengthened instructional and shared leadership.
Target 4.1	By 2022 increase the percentage of positive responses for the school climate module factor, collective efficacy from 69% to 75% or greater.
Target 4.2	By 2022 increase the percentage of positive responses for the school leadership module factor, instructional leadership from 50% to 75% or greater, and the cultural leadership factor to 75% or greater.
Key Improvement Strategy 4.a Building leadership teams	Develop leadership that is shared and distributed.
Key Improvement Strategy 4.b Building leadership teams	Develop a whole school professional learning plan that builds instructional leadership across all levels of staff.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>KIS 1 Learning catch-up and extension.</p> <p>100% of students identified for additional support through the Tutor Learning Initiative to achieve the level of growth required to bring them to the expected level.</p> <p>Student attitudes to school survey: Differentiated learning challenge positive endorsement to increase from 73% (2019) to 80%.</p> <p>Staff opinion survey: Differentiated learning challenge positive endorsement to increase from 50% (2019) to 75% for the 5-12 campus and to remain steady at 87.5% for the P-4 campus.</p> <p>KIS 2 Happy, healthy and active students.</p> <p>Student attitudes to school survey: Sense of connectedness positive endorsement to increase from 66% (2019) to 75%. Teacher concern positive endorsement to</p>

			<p>increase from 61% (2019) to 70%. Attitude to attendance positive endorsement to increase from 80% (2019) to 85%.</p> <p>Parent opinion survey: Student motivation and support positive endorsement to increase from 53% (2019) to 60%.</p> <p>KIS 3 Connected Schools.</p> <p>Parent opinion survey: Student connectedness positive endorsement to increase from 91% (2019) to 95%. School communication positive endorsement to increase from 73% (2019) to 80%. Teacher communication positive endorsement to increase from 53% (2019) to 70%.</p> <p>Staff opinion survey: Trust in students and parents positive endorsement to increase from 66.7% (2019) for the P-4 campus to 75% and for the 5-12 campus to increase from 70.5% (2019) to 75%.</p> <p>Student attitudes to school survey: Advocate at school positive endorsement to increase from 81% (2019) to 85%. Sense of connectedness positive endorsement to increase from 66% (2019) to 75%. Teacher concern positive endorsement to</p>
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			increase from 61% (2019) to 70%.
To improve student learning outcomes in literacy and numeracy.	Yes	By 2022 the percentage of Year 3, 5, 7 and 9 students achieving in the top two bands in NAPLAN reading, writing and numeracy will match or exceed the state percentage.	The % of students achieving results in the top 2 bands in Naplan for 2021 will meet or exceed 15% in Reading, Writing and Numeracy for Year 7.
		By 2022 the percentage of students in Years 5, 7 and 9 achieving medium relative learning gain will be 50% or greater and the percentage achieving high relative learning gain will be 25% or greater.	The proportion of students achieving High Relative Learning Growth will meet or exceed 20% for Years 5, 7 and 9 in 2021.
		By 2022 all non-PSD students will achieve the equivalent of one year's learning growth for each year of the School Strategic Plan.	All non PSD students will achieve one years learning growth for 2021 via PAT testing.
		By 2022 all students will achieve at or above the GAT predicted study scores.	The proportion of VCE students achieving at or above the predicted GAT will meet or exceed 60%.
To engage students in their learning.	No	By 2022 increase the percentage of positive responses for the teaching and learning practice improvement module components seek feedback to improve practice from 45% to 65% and professional learning through peer observation from 10% to 60%	
		By 2022 increase the percentage of positive responses for the teaching and learning evaluate module component, use student feedback to improve practice, from 55% to 75%	
		By 2022 increase the percentage of positive responses for the Attitudes to School (ATOS) survey factors stimulated learning, motivation and interest,	

		learning confidence, and student voice and agency to 90% at Years 4-6, 65% at years 7-9 and 75% at Years 10-12.	
		By 2022 increase the percentage of positive responses for the ATOS survey factor high expectations to 85% at Years 7-12.	
		By 2022 improve percentage absence from 91% to 95% across Terang College.	
Improve student learning through strengthened instructional and shared leadership.	No	By 2022 increase the percentage of positive responses for the school climate module factor, collective efficacy from 69% to 75% or greater.	
		By 2022 increase the percentage of positive responses for the school leadership module factor, instructional leadership from 50% to 75% or greater, and the cultural leadership factor to 75% or greater.	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>KIS 1 Learning catch-up and extension.</p> <p>100% of students identified for additional support through the Tutor Learning Initiative to achieve the level of growth required to bring them to the expected level.</p> <p>Student attitudes to school survey: Differentiated learning challenge positive endorsement to increase from 73% (2019) to 80%.</p>

	<p>Staff opinion survey: Differentiated learning challenge positive endorsement to increase from 50% (2019) to 75% for the 5-12 campus and to remain steady at 87.5% for the P-4 campus.</p> <p>KIS 2 Happy, healthy and active students.</p> <p>Student attitudes to school survey: Sense of connectedness positive endorsement to increase from 66% (2019) to 75%. Teacher concern positive endorsement to increase from 61% (2019) to 70%. Attitude to attendance positive endorsement to increase from 80% (2019) to 85%.</p> <p>Parent opinion survey: Student motivation and support positive endorsement to increase from 53% (2019) to 60%.</p> <p>KIS 3 Connected Schools.</p> <p>Parent opinion survey: Student connectedness positive endorsement to increase from 91% (2019) to 95%. School communication positive endorsement to increase from 73% (2019) to 80%. Teacher communication positive endorsement to increase from 53% (2019) to 70%.</p> <p>Staff opinion survey: Trust in students and parents positive endorsement to increase from 66.7% (2019) for the P-4 campus to 75% and for the 5-12 campus to increase from 70.5% (2019) to 75%.</p> <p>Student attitudes to school survey: Advocate at school positive endorsement to increase from 81% (2019) to 85%. Sense of connectedness positive endorsement to increase from 66% (2019) to 75%. Teacher concern positive endorsement to increase from 61% (2019) to 70%.</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 1 Curriculum planning and assessment</p>	<p>Learning, catch-up and extension priority</p>	<p>Yes</p>

KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	To improve student learning outcomes in literacy and numeracy.	
12 Month Target 2.1	The % of students achieving results in the top 2 bands in Naplan for 2021 will meet or exceed 15% in Reading, Writing and Numeracy for Year 7.	
12 Month Target 2.2	The proportion of students achieving High Relative Learning Growth will meet or exceed 20% for Years 5, 7 and 9 in 2021.	
12 Month Target 2.3	All non PSD students will achieve one years learning growth for 2021 via PAT testing.	
12 Month Target 2.4	The proportion of VCE students achieving at or above the predicted GAT will meet or exceed 60%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build the capability of every teacher to implement a whole school approach to instructional practice within an agreed Professional Learning Communities (PLC) framework.	No
KIS 2 Curriculum planning and assessment	Embed an agreed and documented guaranteed and viable curriculum that is implemented consistently and rigorously across all subject areas.	Yes

KIS 3 Building practice excellence	Build teacher capability to develop and implement a range of assessment strategies and use the data to collaboratively plan and teach to each student's point of learning.	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.	<p>This year we have seen tremendous progress in relation to the 'Instructional Model'- the roll out of our new and simplified model and 'Instructional Walks' associated with its implementation and review. We have also witnessed excellent work having been completed on teacher capability to develop assessment strategies along with data collection and use- all be it within a year where data collection and use has not been normal.</p> <p>'Curriculum Mapping' still requires a significant amount of work. Our aim is to ensure that by the end of 2021- Numeracy, Literacy and all other KLA's will be mapped. Terang College will document what is being taught, when it is being taught and how it is being taught. This scope and sequence work will be completed within our 'Instructional Model' approach.</p>	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2021 Priorities Goal</p>
<p>12 Month Target 1.1</p>	<p>KIS 1 Learning catch-up and extension.</p> <p>100% of students identified for additional support through the Tutor Learning Initiative to achieve the level of growth required to bring them to the expected level.</p> <p>Student attitudes to school survey: Differentiated learning challenge positive endorsement to increase from 73% (2019) to 80%.</p> <p>Staff opinion survey: Differentiated learning challenge positive endorsement to increase from 50% (2019) to 75% for the 5-12 campus and to remain steady at 87.5% for the P-4 campus.</p> <p>KIS 2 Happy, healthy and active students.</p> <p>Student attitudes to school survey: Sense of connectedness positive endorsement to increase from 66% (2019) to 75%. Teacher concern positive endorsement to increase from 61% (2019) to 70%. Attitude to attendance positive endorsement to increase from 80% (2019) to 85%.</p> <p>Parent opinion survey: Student motivation and support positive endorsement to increase from 53% (2019) to 60%.</p> <p>KIS 3 Connected Schools.</p> <p>Parent opinion survey: Student connectedness positive endorsement to increase from 91% (2019) to 95%. School communication positive endorsement to increase from 73% (2019) to 80%. Teacher communication positive endorsement to increase from 53% (2019) to 70%.</p> <p>Staff opinion survey: Trust in students and parents positive endorsement to increase from 66.7% (2019) for the P-4 campus to 75% and for the 5-12 campus to increase from 70.5% (2019) to 75%.</p>

	<p>Student attitudes to school survey: Advocate at school positive endorsement to increase from 81% (2019) to 85%. Sense of connectedness positive endorsement to increase from 66% (2019) to 75%. Teacher concern positive endorsement to increase from 61% (2019) to 70%.</p>			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	<p>Strengthen our PLC structure to support teacher collaboration and reflection to improve teaching practice. Plan whole school professional learning on identified core-curriculum priority areas throughout the year. Implement the Tutor Learning Program. Implement structures and processes to accurately monitor the learning growth of all students identified for the Tutor Learning Program. Adequately resource the Tutor Learning Program.</p>			
Outcomes	<p>PLC's will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons. Teachers will consistently and explicitly implement the school's instructional model- with a renewed focus on differentiation. Teachers and support staff will have a consistent understanding of core-curriculum priority areas. Teachers will collaborate with Tutors with their approach to all students identified. Teachers will be involved in examining data via multiple assessment techniques regularly. Leaders will review the progress of students identified on a regular basis. Leaders will regularly check in with teachers and tutors via the PLC process. Students will know how lessons are structured and how this supports their learning. Students will work closely with Tutors and Teachers with a heightened sense of engagement.</p>			
Success Indicators	<p>Classroom observations and learning walks demonstrating take up of professional learning strategies. Student feedback on differentiation, the instructional model and use of common strategies.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implementation of MYLNS and Tutoring program for 2021.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$230,000.00

				<input type="checkbox"/> Equity funding will be used
Working with the 'Speech Pathology in Schools Program' in 2021.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Employing a local Speech Pathologist.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Involvement with 'Quicksmart' again.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Curriculum mapping.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Involvement with the VHAP.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Refine whole school approach to well being to consider actions at the leadership, teacher and student levels. Build staff capacity to collect, analyse, monitor and respond to student engagement data.			
Outcomes	Teachers will model and are consistent in agreed routines. Teachers, leaders and the school community will share a common understanding of the whole school approach to well being. Teachers and leaders will integrate social-emotional learning into school practice, policies and programs. Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use.			
Success Indicators	Observations of changes to classroom practices. Shared professional learning goals to be documented in staff PDP's under 'Student Engagement'.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teacher effectiveness surveys.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Counselling for individual students with acute needs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$25,000.00 <input type="checkbox"/> Equity funding will be used
Canteen review.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

				<input type="checkbox"/> Equity funding will be used
Student engagement activities.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Strengthen and embed the school-wide approach to communication with parents/carers, incorporating the new ways in which the school connected during remote and and flexible learning. Plan for school facilities and ground works that will mean our school is a great place to learn in (Current works with the VSBA and normal/routine maintenance).			
Outcomes	Teachers will have strong relationships with students and parents/carers. Students and parents/carers will feel as though they belong and are seen. The wider community will feel welcome in the school and regularly use school facilities.			
Success Indicators	Whole school surveys.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Enhance the use of the school grounds and facilities as a community hub for sports and events.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Invite local community members and leaders to school open days, assemblies, concerts and other school events.	<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
Embed school values further via introduction of the new drink bottles and school decals- courtesy of the Respectful Relationships Committee.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Whole School Days.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
JSC and SRC activities days.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve student learning outcomes in literacy and numeracy.			
12 Month Target 2.1	The % of students achieving results in the top 2 bands in Naplan for 2021 will meet or exceed 15% in Reading, Writing and Numeracy for Year 7.			
12 Month Target 2.2	The proportion of students achieving High Relative Learning Growth will meet or exceed 20% for Years 5, 7 and 9 in 2021.			
12 Month Target 2.3	All non PSD students will achieve one years learning growth for 2021 via PAT testing.			
12 Month Target 2.4	The proportion of VCE students achieving at or above the predicted GAT will meet or exceed 60%.			
KIS 1	Embed an agreed and documented guaranteed and viable curriculum that is implemented consistently and rigorously across all subject areas.			

Curriculum planning and assessment				
Actions	The Terang College meeting schedule to be reviewed with the aim being to include 'Executive Team' meetings at critical times of the term/year. Executive teams to set priorities for the year, including the need to map all curriculum, P-10. This will be complimented with all KLA areas doing likewise.			
Outcomes	Students will be able to articulate that what is being taught to them fits within an agreed curriculum. Teachers will have confidence in what they are teaching, given its relevance to the curriculum. Teachers will teach to a point of need (differentiation) and in a timely manner. Leaders will use multiple sources of evidence to track student performance. Leaders will be able to enter a classroom knowing what is being taught and when.			
Success Indicators	Whole School surveys.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Executive Teams (Literacy and Numeracy) to establish a meeting schedule.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Executive Teams (Literacy and Numeracy) to seek assistance from our Teaching Partners (DSSI).	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Utilization of the Inquiry process to achieve goal.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Priority- staffing allocation: Numeracy and Literacy.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00 <input checked="" 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	\$128,000.00	\$128,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$128,000.00	\$128,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employing a local Speech Pathologist.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$14,000.00	\$14,000.00
Involvement with 'Quicksmart' again.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$20,000.00	\$20,000.00
Student engagement activities.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,000.00	\$4,000.00
Priority- staffing allocation: Numeracy and Literacy.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$90,000.00	\$90,000.00

		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)		
Totals			\$128,000.00	\$128,000.00

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
Implementation of MYLNS and Tutoring program for 2021.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher	<input checked="" type="checkbox"/> On-site
Involvement with 'Quicksmart' again.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Curriculum mapping.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Numeracy leader	
Priority- staffing allocation: Numeracy and Literacy.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site