

2020 Annual Implementation Plan

for improving student outcomes

Coburg North Primary School (4543)



Submitted for review by Monika Gruss (School Principal) on 13 February, 2020 at 10:04 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 13 February, 2020 at 10:29 PM
Endorsed by Kate Copping (School Council President) on 06 March, 2020 at 11:53 AM

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>The school has made significant growth within the space of one year due to the excellent growth mindset of staff and leadership. Professional Learning Communities (PLC) and inquiry made significant impact to staff's vision for teaching and learning and shifts in teaching practices are starting to emerge. The development of the school values and the refinement of the behavior management process across the school was also highly successful building excellent foundations for 2020 goals</p>
Considerations for 2020	<p>The school will continue to work on their School Strategic Plan (SSP) goals in the area of PLC, Inquiry and School Wide Positive Behaviors (SWPB). Future work will be held in analysing effective data and how this can be used to form term planning based on student cohort data. Teachers will continue to look at data more deeply and investigate how to use this data to differentiate within the classroom to gain 1 year's growth for all students. Coaching and observations will be a bigger focus in 2020 with the Learning Specialists identifying teacher's strengths and working with SIT leaders to set up observations to building teaching excellence across all curriculum areas. Professional Learning for all staff in Inquiry will be held by Lane Clark, as feedback from teachers attending her workshop in 2019 was extremely positive.</p>

	<p>There will be a larger focus on establishing the school's School Wide Positive Behavior Matrix. The school values will be launched and developed in more detail by the students through their inquiry. More work will be done in analysing teaching and learning practices in reading setting up Professional Learning for teachers to build their capacity to be able to produce 12 month's growth.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>Develop clear expectations and positive respectful relationships across the school community.</p>
<p>Target 1.1</p>	<p>Attitude To School Survey (AToSS)</p> <ul style="list-style-type: none"> To improve from 5.76 factor mean score (2016 semester 1 school summary report) to 6.5 i AToSS; student distress (no longer available - has been changed to Supplementary School Level Report) To improve from 5.09 factor mean score (2016 semester 1 school summary report) to 6.5 in AToSS; student morale (no longer available - has been changed to Supplementary School Level Report) To improve from 4.24 factor mean score (2016 semester 1 school summary report) to ? in AToSS; connectedness to peers (has been changed to Supplementary School Level Report - Sense of Connectedness - unable to identify factor mean score) To improve from 78.73/11 (2016) whole school <p>Communication</p> <ul style="list-style-type: none"> 90% of parents will be utilising Compass as a means of receiving communication from the school <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> To improve from 78.73/ 100 (2016) whole school mean score - to 85/ 100 in Staff Opinion Survey; Trust in Students and Parents Component To improve from 85.22/ 100 (2016) to 90/ 100 in Staff Opinion Survey; Parent and Community Involvement Component To achieve scores in the 4 range for student behavior
<p>Key Improvement Strategy 1.a Health and wellbeing</p>	<p>Investigate and implement school wide framework in regards to mental health, well-being and respectful relationships.</p>
<p>Goal 2</p>	<p>Continue to embed a school wide approach to Teaching, Learning and Assessment practices to improve student outcomes through differentiation across the curriculum.</p>

<p>Target 2.1</p>	<p><u>21st Century Curriculum</u></p> <p>Attitude To School Survey (AToSS)</p> <ul style="list-style-type: none"> To improve from 4.25 factor mean score (2016 Semester 1 School Summary Report) to 5.25 in Attitudes to School Survey; Student Motivation (no longer available - has been changed to Supplementary School Level Report, now is Motivation and Interest. Unable to identify factor mean score). To improve from 3.80 factor mean score (2016 Semester 1 School Summary Report) to 5.0 in Attitudes to School Survey; Stimulating Learning (has been changed to Supplementary School Level Report. Unable to identify factor mean score). 90% of students at each year level will show a positive response to School Connectedness, Students Motivation and Stimulating Learning in the CNPS AToSS (no longer available - has been changed to Supplementary School Level Report, now is Sense of Connectedness. Unable to identify factor mean score).
<p>Target 2.2</p>	<p>Professional Learning Communities (PLC)</p> <p>NAPLAN</p> <ul style="list-style-type: none"> 20% of students to have achieved high growth, 70% medium, 10% low growth in the NAPLAN Numeracy data. <p>Mathematics Online Interview (MOI)</p> <ul style="list-style-type: none"> 90% of students in Years F-2 to achieve CNPS MOI benchmarks. 90% of students in Years F-2 to achieve 1+ years growth. <p>Reading - Fontas and Pinnell (F&P)</p> <ul style="list-style-type: none"> 90% of students in Years F-6 to achieve 1+ years growth in reading (F&P). 100% of students in Years F-2 to achieve CNPS F&P Benchmarks. <p>PIVOT (Online Student Survey Years 3-6)</p> <ul style="list-style-type: none"> Q25. At the end of class, my teacher reminds us what we have learned: in the 4 range. <p>AToSS</p>

	<ul style="list-style-type: none"> • Increase 'Resilience within the 50% percentile range in Years 4-6
<p>Key Improvement Strategy 2.a Evaluating impact on learning</p>	<p>Develop teacher capacity in the effective use of data to differentiate their practice to meet the needs of all students using Professional Learning Communities.</p>
<p>Key Improvement Strategy 2.b Empowering students and building school pride</p>	<p>Establish a 21st Century curriculum framework to improve student engagement and support improved learning outcomes.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Develop clear expectations and positive respectful relationships across the school community.</p>	<p>Yes</p>	<p>Attitude To School Survey (AToSS)</p> <ul style="list-style-type: none"> To improve from 5.76 factor mean score (2016 semester 1 school summary report) to 6.5 in AToSS; student distress (no longer available - has been changed to Supplementary School Level Report). To improve from 5.09 factor mean score (2016 semester 1 school summary report) to 6.5 in AToSS; student morale (no longer available - has been changed to Supplementary School Level Report). To improve from 4.24 factor mean score (2016 semester 1 school summary report) to ? in AToSS; connectedness to peers (has been changed to Supplementary School Level Report - Sense of Connectedness - unable to identify factor mean score). To improve from 78.73/11 (2016) whole school. <p>Communication</p> <p>90% of parents will be utilising Compass as a means of receiving communication from the school.</p> <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> To improve from 78.73/ 100 (2016) whole school mean score - to 85/ 100 in Staff Opinion Survey; Trust in Students and Parents Component. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>AToSS: Increase Effective classroom behavior within the second quartile Percentile range; Increase Resilience within the second quartile Percentile range</p> <p>PIVOT: To achieve scores in the 4 range for student behavior</p>

<p>Continue to embed a school wide approach to Teaching, Learning and Assessment practices to improve student outcomes through differentiation across the curriculum.</p>	<p>Yes</p>	<ul style="list-style-type: none"> To improve from 85.22/ 100 (2016) to 90/ 100 in Staff Opinion Survey; Parent and Community Involvement Component To achieve scores in the 4 range for student behavior <p>21st Century Curriculum</p> <p>Attitude To School Survey (AToSS)</p> <ul style="list-style-type: none"> To improve from 4.25 factor mean score (2016 Semester 1 School Summary Report) to 5.25 in Attitudes to School Survey; Student Motivation (no longer available - has been changed to Supplementary School Level Report, now is Motivation and Interest. Unable to identify factor mean score). To improve from 3.80 factor mean score (2016 Semester 1 School Summary Report) to 5.0 in Attitudes to School Survey; Stimulating Learning (has been changed to Supplementary School Level Report. Unable to identify factor mean score). 90% of students at each year level will show a positive response to School Connectedness, Students Motivation and Stimulating Learning in the CNPS AToSS (no longer available - has been changed to Supplementary School Level Report, now is Sense of Connectedness. Unable to identify factor mean score). <p>Professional Learning Communities (PLC)</p> <p>NAPLAN</p> <ul style="list-style-type: none"> 20% of students to have achieved high growth, 70% medium, 10% low growth in the NAPLAN Numeracy data. <p>Mathematics Online Interview (MOI)</p> <ul style="list-style-type: none"> 90% of students in Years F-2 to achieve CNPS MOI benchmarks. 90% of students in Years F-2 to achieve 1+ years growth. 	
		<p>AToSS: Increase the 'positive' percentage in Student Voice and Agency in Years 4-6 from 65% to the end of the 3rd quartile; Increase the 'positive' percentages in Motivation & Interest in Years 4-6 Boys from 57% to the end of the 3rd quartile</p> <p>PIVOT: Q3. This class keeps my attention – I don't get bored from 3.6 to range 4; Q26. In this class, students have a chance to lead the learning from 3.5 to range 4</p>	
		<p>NAPLAN: 20% of students to have achieved high growth, 70% medium, 10% low growth in the NAPLAN Numeracy data</p> <p>MOI - Mathematics Online Interview: 90% of students in Years F-2 to achieve CNPS MOI benchmarks 90% of students deemed capable in Years F-2 to achieve 1+ years growth</p> <p>Reading - Fontas and Pinnell: 90% of students in Years F-6 to achieve 1+ years</p>	

		<p>Reading - Fontas and Pinnell (F&P)</p> <ul style="list-style-type: none"> • 90% of students in Years F-6 to achieve 1+ years growth in reading (F&P). • 100% of students in Years F-2 to achieve CNPS F&P Benchmarks. <p>PIVOT (Online Student Survey Years 3-6)</p> <ul style="list-style-type: none"> • Q25. At the end of class, my teacher reminds us what we have learned: in the 4 range. <p>AToSS</p> <ul style="list-style-type: none"> • Increase 'Resilience within the 50% percentile range in Years 4-6 	<p>growth in reading (F&P): 100% of students in Years F-2 to achieve CNPS F&P Benchmarks.</p> <p>PIVOT: Q25. At the end of class, my teacher reminds us what we have learned: in the 4 range.</p> <p>AToSS: Increase 'Resilience within the 50% percentile range in Years 4-6</p>
--	--	---	---

<p>Goal 1</p>	<p>Develop clear expectations and positive respectful relationships across the school community.</p>
<p>12 Month Target 1.1</p>	<p>AToSS: Increase Effective classroom behavior within the second quartile Percentile range; second quartile Percentile range</p> <p>PIVOT: To achieve scores in the 4 range for student behavior</p>
<p>Key Improvement Strategies</p>	
<p>KIS 1 Health and wellbeing</p>	<p>Investigate and implement school wide framework in regards to mental health, well-being and respectful relationships.</p>
<p>Is this KIS selected for focus this year?</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>The school is ready for the next stage in developing a school wide framework. The school has redefined the school values and is now ready for the implementation of the School Wide Positive Behavior (SWPB) matrix that will require much work from the school community (students, staff and parents). In 2020, the school is a partner school with Respectful Relationships and the school believes that this is perfect timing with the introduction of the SWPB matrix.</p>
<p>Goal 2</p>	<p>Continue to embed a school wide approach to Teaching, Learning and Assessment practices to improve student outcomes through differentiation across the curriculum.</p>
<p>12 Month Target 2.1</p>	<p>AToSS: Increase the 'positive' percentage in Student Voice and Agency in Years 4-6 from 65% to the end of the 3rd quartile; Increase the 'positive' percentages in Motivation & Interest in Years 4-6 Boys from 57% to the end of the 3rd quartile PIVOT: Q3. This class keeps my attention – I don't get bored from 3.6 to range 4; Q26. In this class, students have a chance to lead the learning from 3.5 to range 4</p>
<p>12 Month Target 2.2</p>	<p>NAPLAN: 20% of students to have achieved high growth, 70% medium, 10% low growth in the NAPLAN Numeracy data MOI - Mathematics Online Interview: 90% of students in Years F-2 to achieve CNPS MOI benchmarks 90% of students deemed capable in Years F-2 to achieve 1+ years growth Reading - Fontas and Pinnell: 90% of students in Years F-6 to achieve 1+ years growth in reading (F&P); 100% of students in Years F-2 to achieve CNPS F&P Benchmarks. PIVOT: Q25. At the end of class, my teacher reminds us what we have learned: in the 4 range. AToSS: Increase 'Resilience within the 50% percentile range in Years 4-6</p>
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Evaluating impact on learning</p>	<p>Develop teacher capacity in the effective use of data to differentiate their practice to meet the needs of all students using Professional Learning Communities.</p> <p>No</p>
<p>KIS 2</p>	<p>Establish a 21st Century curriculum framework to improve student engagement and support improved learning outcomes.</p> <p>Yes</p>

<p>Empowering students and building school pride</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>This will be the second year of the school's implementation of developing a 21st Century curriculum framework. We are beginning to see excellent improvements to student engagement. Staff are requiring the skills to effectively teach critical thinking and collaboration skills, which is part of the 6C's, work from the New Pedagogies for Deep Learning initiative. Staff are excited about learning these new skills and collectively believe in the urgency of developing these skills for our students who will be moving into an unknown future.</p>

Define Actions, Outcomes and Activities

Goal 1	Develop clear expectations and positive respectful relationships across the school community.
12 Month Target 1.1	<p>AToSS: Increase Effective classroom behavior within the second quartile Percentile range; Increase Resilience within the second quartile Percentile range</p> <p>PIVOT: To achieve scores in the 4 range for student behavior</p>
KIS 1 Health and wellbeing	Investigate and implement school wide framework in regards to mental health, well-being and respectful relationships.
Actions	<ul style="list-style-type: none"> • Develop and implement the CNPS Positive Behavior School (PBS). • Introduce Respectful Relationships and link with school values.
Outcomes	<p>Students will...</p> <ul style="list-style-type: none"> -Be involved and provide feedback in the decision making process to developing the CNPS SWPB Matrix -Continue to use the Restorative Practices to deal with conflict -Refer to the school's Rights and Responsibilities when needed -Be involved in creating informative Values video based on the SWBP Matrix <p>Teachers will...</p> <ul style="list-style-type: none"> -Be involved and provide feedback in the development of the CNPS SWPB Matrix -Continue to use the Restorative Practices to deal with conflict with students -Refer to the school's Rights and Responsibilities when needed -Teach student's skills according to the school's SWPB matrix -Integrate 'Respectful Relationships' concepts into their teaching program -SWPB leaders to work with students to create the Values Videos -Use the SWPB Values videos to refresh student expectations after the holidays or as needed <p>Leaders will...</p> <ul style="list-style-type: none"> -Seek feedback and evaluate progress of the SWPB through tracking on Compass and other means -Work with all stakeholders to ensure that the school's SWPB matrix is reflective of the school's needs -Provide professional learning within the school's professional learning calendar for teachers -Provide open forums to communicate SWPB with students and parents

Success Indicators	-School values launched and celebrated throughout school. -Incidence of school behaviour as reported on Compass has decreased in comparison from Term 4, 2019 to Term 4, 2020. -CNPS SWPB Matrix developed from all stakeholders. -Pivot scores to show results in the 4 range (Term 4).					
Activities and Milestones	Who	Is this a PL Priority	When	Budget		
Launch the CNPS values to the school community.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used		
Develop the CNPS PBS Matrix with feedback from all stakeholders through surveys and focus groups.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used		
Publish the CNPS PBS Matrix with the school and wider community.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used		
Undergo professional learning (training) for Respectful Relationships with key staff following implementation for all staff.	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used		
Provide PD for staff on teaching PBS to students.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Staff Development Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00		

		<input checked="" type="checkbox"/> Teacher(s)			to: Term 4	<input type="checkbox"/> Equity funding will be used
Begin to establish the CNPS Positive Reward System.		<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority		from: Term 2 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Use student behavioural data from Compass to develop the CNPS Tiered Behaviours.		<input checked="" type="checkbox"/> Sub School Leader/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
Goal 2	Continue to embed a school wide approach to Teaching, Learning and Assessment practices to improve student outcomes through differentiation across the curriculum.					
12 Month Target 2.1	AToSS: Increase the 'positive' percentage in Student Voice and Agency in Years 4-6 from 65% to the end of the 3rd quartile; Increase the 'positive' percentages in Motivation & Interest in Years 4-6 Boys from 57% to the end of the 3rd quartile PIVOT: Q3. This class keeps my attention – I don't get bored from 3.6 to range 4; Q26. In this class, students have a chance to lead the learning from 3.5 to range 4					
12 Month Target 2.2	NAPLAN: 20% of students to have achieved high growth, 70% medium, 10% low growth in the NAPLAN Numeracy data MOI - Mathematics Online Interview: 90% of students in Years F-2 to achieve CNPS MOI benchmarks 90% of students deemed capable in Years F-2 to achieve 1+ years growth Reading - Fontas and Pinnell: 90% of students in Years F-6 to achieve 1+ years growth in reading (F&P); 100% of students in Years F-2 to achieve CNPS F&P Benchmarks. PIVOT: Q25. At the end of class, my teacher reminds us what we have learned: in the 4 range. AToSS: Increase 'Resilience within the 50% percentile range in Years 4-6					
KIS 1	Establish a 21st Century curriculum framework to improve student engagement and support improved learning outcomes.					

Empowering students and building school pride	
Actions	<ul style="list-style-type: none"> - Refine the school vision, incorporating a strong focus on 21st century skills. - Authentically link literacy, numeracy, inquiry and student data to form planning documentation. - To develop a consistent approach to deliver the Pivot survey, interpreting the data providing feedback and co-constructing actions for authentic student voice across the school.
Outcomes	<p>Students will...</p> <ul style="list-style-type: none"> -Continue to develop skills to be collaborative learners, critical thinkers and problem solvers through the use of Learning Progressions -Provide feedback to teachers twice a year through PIVOT -Analyse PIVOT data with their teacher, form goals for improvements, and identify strategies needed in order to succeed - Have an opportunity to influence and contribute to shaping the curriculum and learning activities through sharing student interests, collaborating on school planning and decision making -Have an understanding of what leading their learning looks like -Lead their learning through displaying their artefacts/final products during a Student-Led Exhibition in Term 2, illustrating their critical thinking. <p>Teachers will...</p> <ul style="list-style-type: none"> -Trial and use a range of graphic organisers and thinking tools to support critical thinking -Authentically link all areas of the curriculum into 'inquiry' to create engaging and meaningful learning experiences for students -Participate in 'Tech Time' professional learning using iPad apps according to the SAMR model through Apple Teacher -Look at student interest data, specifically boys to drive essential questions to improve engagement -Deliver, develop and implement the PIVOT survey following a whole school process - analysing, unpacking strengths and weaknesses, including the whole school focus 'leading the learning' -Include actions in their 2020 PDP for lifting engagement with an increased result in 'in this class, students have a chance to lead the learning' -Facilitate student learning and providing an opportunity for students to showcase their learning at the student-led exhibition -Create a whole school definition of 'inquiry' through the school's vision. <p>Leaders will...</p> <ul style="list-style-type: none"> -Provide continued professional learning on New Pedagogies for Deep Learning (including the 6C's) and Challenge Based Learning -Have access to NPDL network toolkit and use resources to guide professional eLearning of the 6C's.
Success Indicators	<ul style="list-style-type: none"> -NPDL Learning Progressions evident at Student Led Exhibitions. -Skill Statements in student reports reflective of Learning Progressions (Collaboration & Critical Thinking).

Activities and Milestones	-A range of critical thinking tools and organisers evident in planners. -PIVOT results 'Leading the Learning' showing results in the Range 4 in the 2nd cycle. -Motivation and interest showing improved results in AToSS in boys.					Budget
Who	Is this a PL Priority	When				
Introduce and implement the NPDL Critical Thinking and Collaboration Learning Progressions	<input type="checkbox"/> PLP Priority <input checked="" type="checkbox"/> School Improvement Team Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority from: Term 2 to: Term 4		\$0.00 <input type="checkbox"/> Equity funding will be used		
External consultant, Lane Clark to provide professional learning on critical thinking and graphic organisers to develop the school's 21st century curriculum.	<input checked="" type="checkbox"/> PLP Priority <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority from: Term 1 to: Term 1		\$10,500.00 <input checked="" type="checkbox"/> Equity funding will be used		
Use the Learning Progressions to create Skill Statements for reports.	<input type="checkbox"/> PLP Priority <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority from: Term 2 to: Term 4		\$0.00 <input type="checkbox"/> Equity funding will be used		
Embed graphic organisers and thinking tools throughout the teacher and learning program.,	<input checked="" type="checkbox"/> PLP Priority <input checked="" type="checkbox"/> Sub School Leader/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		
Teachers to authentically link Reading, Writing and Mathematics into inquiry.	<input checked="" type="checkbox"/> PLP Priority <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Sub School Leader/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		

	<input checked="" type="checkbox"/> Sub School Leader/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
Teachers to develop their technology skills to acquire their Apple Teacher accreditation.	<input checked="" type="checkbox"/> Sub School Leader/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
Analyse student interest data, specifically boys to drive essential questions to improve engagement.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Involve feedback from all stakeholders to refine the school vision, incorporating a strong focus on 21st century skills.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Provide team planning time in week 3 of term 1 to use data to integrate, student interest data, reading, writing and mathematics.	<input checked="" type="checkbox"/> Sub School Leader/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
Teachers to transfer their technology learnings into their classroom program authentically.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

				to: Term 4	<input type="checkbox"/> Equity funding will be used
Teachers to share their PIVOT data with students and to co-construct actions for improvement.	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority		from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff to analyse team and whole school PIVOT data to inform school wide actions.	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority		from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Share student thinking and learning with the school community through a Student Led Exhibition (mid year - Junior School / Senior School).	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority		from: Term 2 to: Term 3	\$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	\$10,500.00	\$629.00
Additional Equity funding	\$30,000.00	\$8,000.00
Grand Total	\$40,500.00	\$8,629.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
External consultant, Lane Clark to provide professional learning on critical thinking and graphic organisers to develop the school's 21st century curriculum.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,500.00	\$629.00
Totals			\$10,500.00	\$629.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Funding for Speech Therapist	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$30,000.00	\$8,000.00
Totals			\$30,000.00	\$8,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop the CNPS PBS Matrix with feedback from all stakeholders through surveys and focus groups.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Departmental resources School Wide Positive Behaviors	<input checked="" type="checkbox"/> On-site
Undergo professional learning (training) for Respectful Relationships with key staff following implementation for all staff.	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Departmental resources Respectful Relationship - working with Lead School	<input checked="" type="checkbox"/> On-site
Provide PD for staff on teaching PBS to students.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Staff Development Coordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 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"/> On-site

<p>External consultant, Lane Clark to provide professional learning on critical thinking and graphic organisers to develop the school's 21st century curriculum.</p>	<p><input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)</p>	<p>from: Term 1 to: Term 1</p>	<p><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback</p>	<p><input checked="" type="checkbox"/> Whole School Pupil Free Day</p>	<p><input checked="" type="checkbox"/> External consultants Lane Clark</p>	<p><input checked="" type="checkbox"/> On-site</p>
--	---	--	--	--	--	--