

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	Evolving
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	<p>Upon the introduction of the Professional Learning Community journey, Glenn Kane presented us with an outline of where we thought we were at along the Continua of Practice. Although the 2018 end of year AIP review gave the FISO model dimensions as above, when we went through this as a team after much discussion and reflection, nearly all areas were brought back to Emerging with no area being above evolving. So although there has been a great improvement in each of the dimensions, this is not evident as the initial data was not consistent with our analysis upon my arrival in Term 2.</p>
Considerations for 2020	<p>The major consideration for 2020 is that we could possibly have three new teachers at our school, at a minimum, there will be 2. Ensuring the preconditions are right for building a positive and inclusive learning community.</p> <p>A learning specialist is being employed for 2020, therefore, this person will need time to fulfill their role requirements. Having realistic and achievable outcomes is essential to ensure that our expectations are met.</p> <p>2 graduate teachers that require 'right time' and 'in time' support</p> <p>PLC training was aborted in 2019. The Principal has undertaken Masters level training of Professional Learning Communities to ensure this will occur in 2020; the Learning Specialist will be integral in this process. There is a possibility of</p>

	<p>a cross-collaboration with Bolwarra Primary School.</p> <p>Peer observations were only basically carried out this year. The focus was on mentoring and coaching of the graduate teachers and enabling them to observe other teachers working in similar year levels at other schools. A peer observation protocol and timetable will be set up for 2020 and strictly adhered to.</p> <p>Ensuring that the Principal is not over timetabled as has occurred in 2019</p> <p>A focus must be on building teacher capacity and not intervention</p> <p>Student relative growth in NAPLAN reading (years 3-5) has decreased to the transform stage</p> <p>Participation has decreased to RENEW with a particular focus on the significant decrease in students and staff participating in the relevant surveys. (ATOS and Staff Opinion Survey)</p> <p>Wellbeing and the teaching of positive psychology will be a key area of work for 2020</p> <p>Roles, responsibilities, processes, and protocols must be set up so all teachers are aware of expectations</p> <p>A data wall will need to be set up in the Principal's office to ensure confidentiality</p> <p>An up to date Assessment Schedule will need to be developed</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>NDPS will have excellence in teaching and learning enabling every student to achieve learning growth and engagement.</p>
<p>Target 1.1</p>	<p>School Performance Report- Maintain in the Influence Category in the 'Effective Teaching Practice for Cognitive Engagement' section of the Supplementary Report</p> <p>NAPLAN</p> <ul style="list-style-type: none"> • To maintain 80% Medium/High growth in year 5 NAPLAN in Writing, Reading and Mathematics across the next strategic plan period. (data can be aggregated across strategic plan period) • To achieve 25% of students performing in the top two bands in NAPLAN reading and writing by 2020 on three-year aggregation of data in year 3 and 5. • TEACHER JUDGEMENTS • To achieve 25% of students in year 1 to 6 achieving above expected level (B or above) on teacher judgements in Reading, Writing and Mathematics on three-year aggregation of data. • For individual students identified as achieving above expected level (top 2 bands/ B or above) to maintain this growth level on an on-going basis (Year 3 to Year 6) Effective Teaching Practice for Cognitive Engagement Domain • ATSS • Improve the 'Effective Teaching for Cognitive Engagement' factors, so that all factors are in the fourth quartile, relative to all Victorian Primary schools. • Improve the 'Motivation and Interest' factor, from the first quartile into the fourth quartile, relative to all Victorian Primary schools, • Improve the 'Sense of Confidence' factor, from the first quartile into the fourth quartile, relative to all Victorian Primary schools, • STAFF SURVEY • Improve the 'School Climate' and 'Staff Safety and Wellbeing' component means so that all means are in the fourth quartile. • Note: Teacher judgements to clearly show triangulation and compliance with school's assessment schedule for validity.

	<ul style="list-style-type: none"> • •
Key Improvement Strategy 1.a Building practice excellence	Develop a culture of collaboration and collective responsibility to create effective and consistent teaching practices and to improve student achievement.
Key Improvement Strategy 1.b Building practice excellence	Professional Learning Community goal
Goal 2	NDPS will create a positive climate for learning where staff, students and parents actively work together to ensure all students are motivated, engaged and confident in learning.
Target 2.1	<p>Student Attitudes to School Survey: aim at 85%</p> <ul style="list-style-type: none"> • To increase all factor percentiles of the Attitudes to School Survey to the third quartile or above. <p>POS</p> <ul style="list-style-type: none"> • Maintain or increase Parent Community Engagement factor • Maintain or increase School Ethos and Environment factor • Maintain or increase Student Cognitive Engagement factor • Maintain or increase Student Development factor • Maintain or increase Connection Progression factor • To increase the Safety measure factor <p>Supplementary Report:</p> <ul style="list-style-type: none"> • Improve to 80% Student Connectedness (benchmark 2016 62%) • Maintain Parent Satisfaction at 95% • Improve Staff Positive Responses to 90% (benchmark 79%) • Attendance:

	<ul style="list-style-type: none"> • To achieve average days' absence of 14 days per student or better.
<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	<p>Create learning environments that promote independence, interdependence and self-motivation.</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>NDPS will have excellence in teaching and learning enabling every student to achieve learning growth and engagement.</p>	<p>Yes</p>	<p>School Performance Report- Maintain in the Influence Category in the 'Effective Teaching Practice for Cognitive Engagement' section of the Supplementary Report</p> <p>NAPLAN</p> <ul style="list-style-type: none"> • To maintain 80% Medium/High growth in year 5 NAPLAN in Writing, Reading and Mathematics across the next strategic plan period. (data can be aggregated across strategic plan period) • To achieve 25% of students performing in the top two bands in NAPLAN reading and writing by 2020 on three-year aggregation of data in year 3 and 5. • TEACHER JUDGEMENTS • To achieve 25% of students in year 1 to 6 achieving above expected level (B or above) on teacher judgements in Reading, Writing and Mathematics on three-year aggregation of data. • For individual students identified as achieving above expected level (top 2 bands/ B or above) to maintain this growth level on an on-going basis (Year 3 to Year 6) Effective Teaching Practice for Cognitive Engagement Domain • ATSS 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Benchmark Growth Target- Reading: 75% currently the 3 year average is 71% Writing: 75% in medium and high growth. The 3 year average is 62%</p> <p>Teacher Judgement: Semester 2 2018- Semester 2 2019 teacher judgement showed across all areas (reading, writing, speaking and listening, and mathematics) a very small number of students have made more than 12 months growth. Reading: Yr 3,4,5 no students made above 1 yr growth, in yr 6 20% of students made more than 1 yr growth (2 students). Writing: Yr 2,3,5 no student made more than 12 months growth. Yr 4: 18% and Yr 1: 13%. At Yr 2 25% made below 1 yr growth. Speaking and Listening: Yr 2,3,4,5 no above 1 yr growth, yr 4: 36% below 1-year growth, Yr 1 & 3 13% made below expected growth. In yr 1: 25% made above expected growth and in Yr 6: 20% made above expected growth (1 yr). Maths: Yr 1-3 no student made more than</p>

		<ul style="list-style-type: none"> • Improve the 'Effective Teaching for Cognitive Engagement' factors, so that all factors are in the fourth quartile, relative to all Victorian Primary schools. • Improve the 'Motivation and Interest' factor, from the first quartile into the fourth quartile, relative to all Victorian Primary schools, • Improve the 'Sense of Confidence' factor, from the first quartile into the fourth quartile, relative to all Victorian Primary schools, • STAFF SURVEY • Improve the 'School Climate' and 'Staff Safety and Wellbeing' component means so that all means are in the fourth quartile. • Note: Teacher judgements to clearly show triangulation and compliance with school's assessment schedule for validity. • • 	<p>12 months of growth. TARGET: For 20% of each year level (1-6) to make more than 1 yr growth in the learning across the reading, writing and mathematics.</p> <p>Attitudes to School Survey: Improve Effective Teaching practice for Cognitive Engagement so that all areas are above 92% (at present they are 92,90,88 and 90%)</p> <p>Improve Learner and Characteristics and dispositions so that all factors are at or above 95% (currently learning confidence 83% and motivation and interest 90%, self-regulation and goal setting 93%) Decrease the number of students who report that they have often been teased in an unpleasant way or called names from 43% to less than 20%.</p> <p>Staff Survey: 2019 :80% positive response for school climate, no negative responses. Trust in colleagues (40% neutral) and Guaranteed and viable curriculum, (38% neutral) are areas of need for particular improvement. Target: Improve our rating to 85%. 2019: 76% for School Staff Safety & Wellbeing with 3 areas gaining a negative response. TARGET: No negative responses and 80% positive endorsement for this area.</p>
NDPS will create a positive climate for learning where staff, students and	No	Student Attitudes to School Survey: aim at 85%	

parents actively work together to ensure all students are motivated, engaged and confident in learning.

- To increase all factor percentiles of the Attitudes to School Survey to the third quartile or above.

POS

- Maintain or increase Parent Community Engagement factor
- Maintain or increase School Ethos and Environment factor
- Maintain or increase Student Cognitive Engagement factor
- Maintain or increase Student Development factor
- Maintain or increase Connection Progression factor
- To increase the Safety measure factor

Supplementary Report:

- Improve to 80% Student Connectedness (benchmark 2016 62%)
- Maintain Parent Satisfaction at 95%
- Improve Staff Positive Responses to 90% (benchmark 79%)
- **Attendance:**
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- To achieve average days' absence of 14 days per student or better.

Goal 1	NDPS will have excellence in teaching and learning enabling every student to achieve learning growth and engagement.	
12 Month Target 1.1	<p>Benchmark Growth Target- Reading: 75% currently the 3 year average is 71% Writing: 75% in medium and high growth. The 3 year average is 62%</p> <p>Teacher Judgement: Semester 2 2018- Semester 2 2019 teacher judgement showed across all areas (reading, writing, speaking and listening, and mathematics) a very small number of students have made more than 12 months growth. Reading: Yr 3,4,5 no students made above 1 yr growth, in yr 6 20% of students made more than 1 yr growth (2 students). Writing: Yr 2,3,5 no student made more than 12 months growth. Yr 4: 18% and Yr 1: 13%. At Yr 2 25% made below 1 yr growth. Speaking and Listening: Yr 2,3,4,5 no above 1 yr growth, yr 4: 36% below 1-year growth, Yr 1 & 3 13% made below expected growth. In yr 1: 25% made above expected growth and in Yr 6: 20% made above expected growth (1 yr). Maths: Yr 1-3 no student made more than 12 months of growth. TARGET: For 20% of each year level (1-6) to make more than 1 yr growth in the learning across the reading, writing and mathematics.</p> <p>Attitudes to School Survey: Improve Effective Teaching practice for Cognitive Engagement so that all areas are above 92% (at present they are 92,90,88 and 90%)</p> <p>Improve Learner and Characteristics and dispositions so that all factors are at or above 95% (currently learning confidence 83% and motivation and interest 90%, self-regulation and goal setting 93%) Decrease the number of students who report that they have often been teased in an unpleasant way or called names from 43% to less than 20%.</p> <p>Staff Survey: 2019 :80% positive response for school climate, no negative responses. Trust in colleagues (40% neutral) and Guaranteed and viable curriculum, (38% neutral) are areas of need for particular improvement. Target: Improve our rating to 85%. 2019: 76% for School Staff Safety & Wellbeing with 3 areas gaining a negative response. TARGET: No negative responses and 80% positive endorsement for this area.</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Building practice excellence	Develop a culture of collaboration and collective responsibility to create effective and consistent teaching practices and to improve student achievement.	
	Yes	

KIS 2 Building practice excellence	Professional Learning Community goal	No
<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>At Narrawong District PS we need to restart the Professional Learning Community initiative that was aborted in 2019. With a relatively new teaching team, the PLC initiative will be an excellent framework to build an agreed way of working. We will look to work collaboratively with our neighbouring school, Bolwarra to enable staff to support each other across the schools. Requiring immediate attention is building up of a new team, we have 1 continuing teaching staff member and 1 ES staff member. All the other staff (except our Music teacher) are new to the school. Significant work around team-building and collective efficacy will be required.</p> <p>Other major areas of focus will be effective and consistent teaching across the school. Weekly PLC meetings will accommodate this as well as the employment of a learning specialist and mentoring and coaching by the Principal. Our School Assessment Schedule will be updated to fit with our current teaching practices, as well as the monitoring, assessment, and tracking of all students through our data walls and open conversations.</p> <p>The FISO Improvement Strategy will be at the forefront of all initiatives in 2020 at Narrawong District Primary School, as well as ensuring the fidelity of implementation of our reading and writing pedagogical models.</p>	

Define Actions, Outcomes and Activities

Goal 1	NDPS will have excellence in teaching and learning enabling every student to achieve learning growth and engagement.
12 Month Target 1.1	<p>Benchmark Growth Target- Reading: 75% currently the 3 year average is 71% Writing: 75% in medium and high growth. The 3 year average is 62%</p> <p>Teacher Judgement: Semester 2 2018- Semester 2 2019 teacher judgement showed across all areas (reading, writing, speaking and listening, and mathematics) a very small number of students have made more than 12 months growth. Reading: Yr 3,4,5 no students made above 1 yr growth, in yr 6 20% of students made more than 1 yr growth (2 students). Writing: Yr 2,3,5 no student made more than 12 months growth. Yr 4: 18% and Yr 1: 13%. At Yr 2 25% made below 1 yr growth. Speaking and Listening: Yr 2,3,4,5 no above 1 yr growth, yr 4: 36% below 1-year growth, Yr 1 & 3 13% made below expected growth. In yr 1: 25% made above expected growth and in Yr 6: 20% made above expected growth (1 yr). Maths: Yr 1-3 no student made more than 12 months of growth. TARGET: For 20% of each year level (1-6) to make more than 1 yr growth in the learning across the reading, writing and mathematics.</p> <p>Attitudes to School Survey: Improve Effective Teaching practice for Cognitive Engagement so that all areas are above 92% (at present they are 92,90,88 and 90%)</p> <p>Improve Learner and Characteristics and dispositions so that all factors are at or above 95% (currently learning confidence 83% and motivation and interest 90%, self-regulation and goal setting 93%) Decrease the number of students who report that they have often been teased in an unpleasant way or called names from 43% to less than 20%.</p> <p>Staff Survey: 2019 :80% positive response for school climate, no negative responses. Trust in colleagues (40% neutral) and Guaranteed and viable curriculum, (38% neutral) are areas of need for particular improvement. Target: Improve our rating to 85%. 2019: 76% for School Staff Safety & Wellbeing with 3 areas gaining a negative response. TARGET: No negative responses and 80% positive endorsement for this area.</p>
KIS 1 Building practice excellence	Develop a culture of collaboration and collective responsibility to create effective and consistent teaching practices and to improve student achievement.
Actions	Provide targeted in school and outsourced professional development. Peer observations and learning walks will occur for all staff members.

	<p>Our professional learning in Term 1 will focus around setting the pre-conditions for a collaborative PLC to occur. PLCs will be weekly once they are co-constructed. High expectations of consistency- classrooms will be inspected for their authenticity and fidelity of implementation. Weekly readings based on best practices will be explored with all staff.</p>			
Outcomes	<p>The consistent teaching of Systematic Synthetic Phonics across all grades. The consistent teaching of writing throughout the year levels. Development of a writing scope and sequence in line with Talk 4 Writing and The Writing Revolution and our curriculum documents. Deepened understanding of how students learn to read and write and how to structure lessons around the Science of Learning and the 6 Pillars.</p>			
Success Indicators	<p>Leaders (Principal and Learning Specialist) will: track the peer observations and their implementation. Success Indicators could include lesson plans and observation notes from observations and learning walks will occur. PDP mid and end cycle discussion notes from leadership team meetings which reflect the fidelity of implementation, including enablers and barriers.</p> <p>Teachers will: understand the structure of the peer observations and learning walks and use the writing scope and sequence to plan and deliver lessons. Success Indicators could include: lesson plans, notes from peer observations, PDP mid and end of cycle reflections and discussions, learning diaries used for professional readings.</p> <p>Students will be able to articulate the 'usual' structure of lessons. Success Indicators could include: leader notes from conversations with students during learning walks, student survey data</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Collaboratively design peer observations as part of our Professional Learning: these will be developed as a team and will serve the purpose of sharing knowledge and skills as well as assisting in our KIS goal of collaboration and consistency in teaching practices across the school. The Learning Specialist will lead this initiative.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Develop a structure and schedule for regular peer observations (twice per term minimum). The learning specialist has been allocated time within her week to ensure these observations occur.</p>	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Develop a structure and schedule for regular leadership learning walks incorporating student feedback</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Incorporate peer observations in all PDPs through a common goal for all staff</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Leadership Team of Principal and Learning Specialist to meet weekly to revise and track goals. Short Term: Term 1 EVALUATE & DIAGNOSE: A data wall will be made to show specifically which children have made the required 12 months growth in the 2019 school year period (teacher judgment). Coloured dots will be on each photo to show growth (one colour for low growth, one for expected growth and one for high growth - more than 12 months). This will be completed for Reading, Writing, and Number. Principal: Construct a data set of all students from this data. Principal and Learning Specialist to conduct learning walks, review 2019 teaching plans and assessments, conduct discussions with available 2019 staff and discuss with students their thoughts on learning to diagnose what may be causing a lack of growth PRIORITISE AND SET GOALS: During our PLCs on Wednesday nights- we will set goals for the year as well as construct an Assessment Schedule which will allow us to monitor student outcomes throughout the year.</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Medium Term: Term 2 DEVELOP A PLAN: The leadership team will develop a plan from the information that has been collected throughout Term 1.</p> <p>IMPLEMENT AND MONITOR: The leadership team will use learning walks and discussions with all teachers to ensure the plan is being put into place. Monitoring will occur through the whole school assessment schedule and teacher judgement marks at the end of the First Semester. The dots will be revisited - and the cycle will begin again.</p> <p>Long Term: Term 3 and 4 Ensure the FISO Improvement cycle is continuing with each teacher judgement occurring. Learning Specialist to ensure Tier 2 intervention is occurring for those who have been diagnosed as not making sufficient growth for the 6 month period. Principal to put in place any Tier 3 intervention that needs to occur throughout Term 3 and 4.</p>				
<p>Assign mentors to graduate teachers and provide a copy of the revise staff handbook to all members of staff</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Attend Talk 4 Writing Professional Development as a whole staff for 2 days, the Learning specialist and 3rd yr Graduate to attend the planning day. The Prep/1 teacher (supported by the Learning Specialist) will plan for the whole school implementation of this professional development.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used

1st Yr Graduate and ES staff member to attend Sounds Write Training in February. Once returned, the Principal will ensure the fidelity of the program by mentoring and coaching these two staff when they are implementing the lessons.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,700.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Readings to occur throughout each term. The text will be Powerful Teaching, How Children Learn, Reading For Life and The Writing Revolution. The Learning Specialist will take these sessions as part of her role.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All staff to attend the Positive Schools Conference in May	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$4,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase class sets of literature for Year 4/5/6 for whole-class discussions	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Attend PLC training as a whole staff	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
DATA Wall to be set up in the meeting room. Staff will complete this data wall together (Reading, Writing, and Number to begin with) on the first day of school (no students) so that everyone has a collective responsibility of all students. This wall will have Teacher Judgement from Semester 2, 2019 and will be updated at each reporting cycle. It will also indicate on the students' picture whether they made 12 months growth in the 12	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

months prior in that particular area.				
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$6,200.00	\$3,888.90
Additional Equity funding	0.00	0.00
Grand Total	\$6,200.00	\$3,888.90

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
1st Yr Graduate and ES staff member to attend Sounds Write Training in February. Once returned, the Principal will ensure the fidelity of the program by mentoring and coaching these two staff when they are implementing the lessons.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,700.00	\$1,700.00
All staff to attend the Positive Schools Conference in May	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$4,500.00	\$2,188.90
Totals			\$6,200.00	\$3,888.90

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)

Totals		
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Collaboratively design peer observations as part of our Professional Learning: these will be developed as a team and will serve the purpose of sharing knowledge and skills as well as assisting in our KIS goal of collaboration and consistency in teaching practices across the school. The Learning Specialist will lead this initiative.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Attend Talk 4 Writing Professional Development as a whole staff for 2 days, the Learning specialist and 3rd yr Graduate to attend the planning day. The Prep/1 teacher (supported by the Learning Specialist) will plan for the whole school implementation of this professional development.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site Melbourne - PD conducted through SPELD
1st Yr Graduate and ES staff member to attend Sounds Write Training in February. Once returned, the Principal will ensure the fidelity of the program by mentoring and	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site Warrnambool

coaching these two staff when they are implementing the lessons.						
Professional Readings to occur throughout each term. The text will be Powerful Teaching, How Children Learn, Reading For Life and The Writing Revolution. The Learning Specialist will take these sessions as part of her role.	✔ All Staff	from: Term 1 to: Term 4	✔ Formalised PLC/PLTs	✔ PLC/PLT Meeting	✔ Learning Specialist	✔ On-site
All staff to attend the Positive Schools Conference in May	✔ All Staff	from: Term 2 to: Term 2	✔ Individualised Reflection	✔ Whole School Pupil Free Day	✔ External consultants Positive Schools	✔ Off-site Melbourne
Attend PLC training as a whole staff	✔ All Staff	from: Term 2 to: Term 4	✔ Collaborative Inquiry/Action Research team ✔ Formalised PLC/PLTs	✔ Network Professional Learning	✔ PLC Initiative	✔ Off-site Unknown