

2020 Annual Implementation Plan

for improving student outcomes

Mount Eliza North Primary School (5140)



MountElizaNorth
P R I M A R Y

Submitted for review by Julie O'Brien (School Principal) on 10 January, 2020 at 11:23 AM

Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 10 January, 2020 at 11:38 AM

Endorsed by Tony Walker (School Council President) on 17 March, 2020 at 02:16 PM

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

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

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

Enter your reflective comments	<p>A change in our Key Improvement Strategy (1) this year to Implement Professional Learning Communities (PLC) with an emphasis on data literacy to drive student achievement is a reflection of our journey. Staff participate in a variety of school based workshops and external professional learning on data literacy. All staff use these protocols to analyse whole school data, cohort data (including NAPLAN), sub school and year level data to inform teaching and learning.</p> <p>The implementation of the PLC will ensure the following:</p> <ul style="list-style-type: none"> ? Staff utilise the FISO Improvement cycle for all PLC work ? As a school we have a clear focus on student achievement and growth ? Each of the 7 PLC's have an instructional leader who work with all PLC leaders to ensure cohesion, communication and best practice across the school ? Each PLC has a dedicated 1 hour per week for data analysis and response ? Each PLC has an additional 2 hours per fortnight dedicated time to plan learning experiences, conduct professional learning or meet with other PLCs ? PLC goals align with AIP & Strategic Plan goals and that teachers align these to their PDP goals ? Each PLC cycle has one professional learning activity related to the inquiry focus and goals set by the PLC
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	<p>? The school engages knowledgeable others to work with PLCs on whole school strategies</p> <p>We believe that the change to our Key Improvement Strategy (2) to Develop students as active and empowered learners will enable us to make a positive shift in the knowledge, skills and behaviours of our students, teachers and leaders in our school community. This KIS will ensure that we are working towards achieving the SSP goal 2 which is essentially around student voice, agency and engagement.</p> <p>In 2020, all community stakeholders will be involved in the IB self-study and evaluation. In term 3 the school will undertake the formal evaluation from IB.</p>
<p>Considerations for 2020</p>	<p>Peer Observations and Learning Walks will continue to be implemented in 2020 with a focus on a school wide consistent pedagogical approach to teaching and learning</p> <p>In 2020, a data template of multiple data sets in reading and number and algebra will continue to be utilised by staff throughout the year to inform accurate teacher judgements. As a school, we will continue to develop teacher capacity and further enhance assessment and data analysis practices across the school.</p> <p>The school continues to strategically employ intervention staff and implement literacy programs to support student learning across the school. The school will extend the services of the current speech therapist to take on the role of spelling coach for all staff.</p> <p>The PYP coordinator will conduct professional learning sessions to further develop staffs understanding of the IB Principles into Practice resources which have a strong focus on the Learner, Learning and Teaching and the Learning Environment.</p> <p>In 2020 staff will participate in professional learning related to the Marrung Project, and the school will continue to foster a culture of respect for the Koorie culture through assemblies, planning and teaching and displays around the school.</p> <p>At the commencement of the 2020 school year, the whole school pedagogical model and lesson structure will be re articulated and clarified with all staff.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To continue to improve student achievement levels and learning growth in all curriculum areas with a particular focus on Literacy
Target 1.1	<p>School Staff Survey</p> <p>The following variables to be at least 90% endorsement:</p> <ul style="list-style-type: none"> • Teacher Collaboration • Collective Efficacy • Collective Focus on Student Learning • Instructional Leadership • Understand How to Analyse Data
Target 1.2	<p>Teacher Judgements and NAPLAN</p> <ul style="list-style-type: none"> • All students to achieve at least one years growth every year • To increase the proportion of students achieving 12 - 18 months above expected level to a level that correlates with the proportion achieving in the top two NAPLAN bands
Key Improvement Strategy 1.a Building practice excellence	Implement Professional Learning Communities with an emphasis on data literacy to drive student achievement
Goal 2	Develop highly motivated, creative and adaptive students who have a sophisticated understanding of global issues, have the capacity to become future global citizens and can contribute to and benefit from a stimulating learning environment

<p>Target 2.1</p>	<p>Student Attitude to School Survey</p> <p>The following variables to reflect at least 85% endorsement:</p> <ul style="list-style-type: none"> • Stimulating Learning • Learning Confidence • Motivation and Interest • Self-regulation and Goal Setting • Student Voice and Agency • Teacher Concern
<p>Target 2.2</p>	<p>School Staff Opinion Survey</p> <p>The following variables to reflect at least 85% staff endorsement:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice • Collective participation • Time to share pedagogical content knowledge
<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	<p>Develop students as active and empowered learners</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To continue to improve student achievement levels and learning growth in all curriculum areas with a particular focus on Literacy	Yes	<p>School Staff Survey</p> <p>The following variables to be at least 90% endorsement:</p> <ul style="list-style-type: none"> • Teacher Collaboration • Collective Efficacy • Collective Focus on Student Learning • Instructional Leadership • Understand How to Analyse Data 	<p>2020 School Staff Survey</p> <p>The following variables to be at least 90% endorsement:</p> <ul style="list-style-type: none"> • Collective Efficacy <p>The following variables to be at least 85% endorsement:</p> <ul style="list-style-type: none"> • Collective focus on student learning • Instructional Leadership • Understand how to analyse data <p>The following variables to be at least 80% endorsement:</p> <ul style="list-style-type: none"> • Teacher Collaboration
		<p>Teacher Judgements and NAPLAN</p> <ul style="list-style-type: none"> • All students to achieve at least one years growth every year • To increase the proportion of students achieving 12 - 18 months above expected level to a level that correlates with the proportion achieving in the top two NAPLAN bands 	<p>Student Outcome</p> <p>In all classes, a minimum 15% of students to achieve above benchmark growth in writing and number & algebra</p> <p>Increased percentage of students achieving at and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> * Reading from 87% to 90% * Numeracy from 88% to 90%

<p>Develop highly motivated, creative and adaptive students who have a sophisticated understanding of global issues, have the capacity to become future global citizens and can contribute to and benefit from a stimulating learning environment</p>	<p>Yes</p>	<p>Student Attitude to School Survey</p> <p>The following variables to reflect at least 85% endorsement:</p> <ul style="list-style-type: none"> • Stimulating Learning • Learning Confidence • Motivation and Interest • Self-regulation and Goal Setting • Student Voice and Agency • Teacher Concern 	<p>2020 Student Attitude to School</p> <p>The following variables to reflect at least 85% positive endorsement:</p> <ul style="list-style-type: none"> * Stimulating Learning * Learning Confidence * Motivation and Learning * Self-regulation & Goal Setting
		<p>School Staff Opinion Survey</p> <p>The following variables to reflect at least 85% staff endorsement:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice • Collective participation • Time to share pedagogical content knowledge 	<p>School Staff Opinion Survey</p> <p>The following variables to reflect at least 80% staff endorsement:</p> <ul style="list-style-type: none"> * Use of student feedback to improve practice * Collective participation <p>The following variable to reflect at least 85% staff endorsement:</p> <ul style="list-style-type: none"> * Time to share pedagogical content knowledge

Goal 1	To continue to improve student achievement levels and learning growth in all curriculum areas with a particular focus on Literacy	
12 Month Target 1.1	2020 School Staff Survey The following variables to be at least 90% endorsement: <ul style="list-style-type: none"> • Collective Efficacy The following variables to be at least 85% endorsement: <ul style="list-style-type: none"> • Collective focus on student learning • Instructional Leadership • Understand how to analyse data The following variables to be at least 80% endorsement: <ul style="list-style-type: none"> • Teacher Collaboration 	
12 Month Target 1.2	Student Outcome In all classes, a minimum 15% of students to achieve above benchmark growth in writing and number & algebra Increased percentage of students achieving at and above benchmark growth in NAPLAN: * Reading from 87% to 90% * Numeracy from 88% to 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Implement Professional Learning Communities with an emphasis on data literacy to drive student achievement	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.	Our self-evaluation has the school at Evolving moving towards Embedding in Excellence in Teaching and Learning: curriculum planning and assessment. While we have audited the current curriculum, a more comprehensive whole school approach to the analysis of student achievement data was needed. The school will utilise the PLC model when planning curriculum and analysing assessment data to more accurately reflect the achievements of students. This PLC approach will build the commitment, skills and capability of staff. Planning units and assessments in teams and in collaboration with students will become fundamental to the implementation of the school's curriculum plan.	
Goal 2	Develop highly motivated, creative and adaptive students who have a sophisticated understanding of global issues, have the capacity to become future global citizens and can contribute to and benefit from a stimulating learning environment	

12 Month Target 2.1	2020 Student Attitude to School The following variables to reflect at least 85% positive endorsement: * Stimulating Learning * Learning Confidence * Motivation and Learning * Self-regulation & Goal Setting	
12 Month Target 2.2	School Staff Opinion Survey The following variables to reflect at least 80% staff endorsement: * Use of student feedback to improve practice * Collective participation The following variable to reflect at least 85% staff endorsement: * Time to share pedagogical content knowledge	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop students as active and empowered learners	
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.	Our self-evaluation has the school at Evolving moving towards Embedding in Positive Climate for Learning: Empowering students and building school pride. As a school we need to further activate student voice across the whole school. We need to develop and embed a culture of students and teachers working collaboratively to reflect on and improve teaching learning across the school. Our focus will be for students to take greater responsibility for their learning, to become more independent and self-regulating learners.	

Define Actions, Outcomes and Activities

Goal 1	To continue to improve student achievement levels and learning growth in all curriculum areas with a particular focus on Literacy
12 Month Target 1.1	<p>2020 School Staff Survey</p> <p>The following variables to be at least 90% endorsement:</p> <ul style="list-style-type: none"> • Collective Efficacy <p>The following variables to be at least 85% endorsement:</p> <ul style="list-style-type: none"> • Collective focus on student learning • Instructional Leadership • Understand how to analyse data <p>The following variables to be at least 80% endorsement:</p> <ul style="list-style-type: none"> • Teacher Collaboration
12 Month Target 1.2	<p>Student Outcome</p> <p>In all classes, a minimum 15% of students to achieve above benchmark growth in writing and number & algebra</p> <p>Increased percentage of students achieving at and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> * Reading from 87% to 90% * Numeracy from 88% to 90%
KIS 1 Building practice excellence	Implement Professional Learning Communities with an emphasis on data literacy to drive student achievement
Actions	<ul style="list-style-type: none"> * Implement Professional Learning Communities at Mount Eliza North Primary School * Implement whole school STUDENT OUTCOME, KNOWLEDGE & PRACTICE goals as part of staff Performance and Development process
Outcomes	<p>A culture of collaboration and collective efficacy will be developed through the introduction of PLC, pedagogy and planning model</p> <p>Leaders will:</p> <ul style="list-style-type: none"> • Communicate high expectations about the PLC program, use multiple sources of evidence to track implementation of PLCS including barriers and enablers, model how to give and receive feedback with staff, prioritise strategic resourcing of PLCS <p>Teachers will:</p> <ul style="list-style-type: none"> • Understand and utilise the characteristics of high-quality PLCS • Understand and utilise the different phases of the instructional model and their roles within the lesson

	Students will: <ul style="list-style-type: none"> Be able to articulate the different phases of the instructional model and their roles within the lesson structure 			
Success Indicators	<ul style="list-style-type: none"> 2020 Targets are met as evidenced by the staff opinion survey, student outcome data including teacher judgement and NAPLAN benchmark growth 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> Revisit the Mount Eliza North Primary School instructional model and pedagogical practices, and align with learning walks and peer observations Curriculum day – leadership team to outline the instructional model and pedagogical practices Instructional Model poster produced and on display in all learning and collaborative planning spaces Review and continue to implement learning walks and provide feedback to staff to enhance consistency in practice across the school 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Restructure the meeting and events schedule Assistant Principal in conjunction with Professional Learning Community (PLC) leaders developed protocols and procedures aligned to the DET PLC model for the running of PLC meetings across the school Weekly - 1 hour PLC meetings which will focus on data analysis in reading, writing and numeracy using an improvement cycle Fortnightly – 1 hour PLC pedagogy and planning meeting which will focus on sharing pedagogical content knowledge and support collaborative planning in literacy and numeracy Weekly sub-school meetings will focus on collaborative planning which will focus on IB PYP, professional learning and sub-school specific organisation Fortnightly – 1 hour staff and professional learning meetings which will focus on whole school priorities and data 	<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

analysis				
<ul style="list-style-type: none"> Implement a whole school STUDENT OUTCOME, KNOWLEDGE & PRACTICE goals as part of the performance and development process Student Outcome - focuses on 15% of students achieving above benchmark in writing and number Professional Knowledge – APA & SMART spelling approach Professional Practice – application of professional learning to improve practice Restructure the PDP process to individual reflection and feedback on the impact of their practice on students learning outcomes 	<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
<ul style="list-style-type: none"> Develop teachers understanding and use of data and evidence to inform their planning, teaching and assessment Assistant Principal to attend weekly PLC meetings to support leaders in the implementation of the new process and use of data tools Leadership team to conduct workshops to build staff capacity in the use of data and associated tools – academic and wellbeing 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Introduce a spelling coach to build teacher capacity in the teaching of spelling Employ speech therapist to conduct observations, provide feedback 	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,200.00 <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Continue the use of the reading and numeracy trackers, and monitor a selected student sample against the writing continuum Assistant Principals to create and provide professional 	<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

<p>learning and support to staff in the use of data trackers to inform, monitor and evaluate student learning</p> <ul style="list-style-type: none"> - Literacy Learning Specialist to provide professional learning and support in the use of the writing continuum - Numeracy Learning Specialist to provide professional learning and support in numeracy 				<p>be used</p>
<ul style="list-style-type: none"> • Undertake professional learning in relation to whole school priorities - SMART Spelling – spelling coach to identify patterns and provide relevant professional learning to individuals, sub-schools and whole staff - Learning specialists to lead whole school professional learning in literacy and numeracy - Learning specialists to undertake instructional coaching training - Learning specialists to provide mentoring and coaching to staff - Leaders to undertake professional learning in relation to giving feedback 	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Goal 2</p>	<p>Develop highly motivated, creative and adaptive students who have a sophisticated understanding of global issues, have the capacity to become future global citizens and can contribute to and benefit from a stimulating learning environment</p>			
<p>12 Month Target 2.1</p>	<p>2020 Student Attitude to School The following variables to reflect at least 85% positive endorsement:</p> <ul style="list-style-type: none"> * Stimulating Learning * Learning Confidence * Motivation and Learning * Self-regulation & Goal Setting 			
<p>12 Month Target 2.2</p>	<p>School Staff Opinion Survey The following variables to reflect at least 80% staff endorsement:</p> <ul style="list-style-type: none"> * Use of student feedback to improve practice * Collective participation <p>The following variable to reflect at least 85% staff endorsement:</p>			

	* Time to share pedagogical content knowledge
KIS 1 Empowering students and building school pride	Develop students as active and empowered learners
Actions	<ul style="list-style-type: none"> • Develop a whole school understanding of student agency through the use of the IB PYP Approaches to Learning
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Be able to clearly articulate what student agency look like at Mount Eliza North PS • Align the school resources to address school priorities and philosophy • Ensure the IB PYP: Principles into Practice are implemented <p>Teachers will:</p> <ul style="list-style-type: none"> • Be able to articulate what authentic inquiry and student agency looks like at Mount Eliza North Primary School • Apply conceptual based teaching and learning understandings to their weekly planning • Explicitly teach students to set and track progress against individual Approaches to Teaching learning goals • Work in sub schools to explicitly integrate opportunities for student agency within curriculum planning, including seeking feedback from students • Implement the whole school instructional model, including the use of HITS <p>Students will:</p> <ul style="list-style-type: none"> • Reflection on and articulate their growth as a learner using the Approaches to Learning • Be able to identify specific examples of agency in learning in their classes • Demonstrate a greater commitment to sustainability
Success Indicators	<ul style="list-style-type: none"> • 2020 Targets are met as evidenced by the attitude to school and staff opinion surveys • IB PYP planning documentation evidences student input into planning and reflection, reflect authentic inquiry, student voice and global connections • Whole School POI is reviewed and revised to link to school sustainability focus • Inquiries make a stronger connections to local, national and global issues (think global, act local) • All elements of the Koorie policy are evident in school practices • Learning Walks demonstrate a consistent whole-school approach: instructional model, inquiry pedagogy and HITS • Reflections from student forums indicate greater student voice, agency & leadership opportunities • Meeting minutes reflect professional discussions • Staff reflections of HITS document and peer observation feedback sheets

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> • 2 Curriculum Days focused on Conceptual Based Teaching and Learning - 25th & 26th June 2020 facilitated by Marcia Beurenbruch from Reshaping Schools 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> • Undertake IB PYP self-study and evaluation - All staff participate in a self-study team and report findings and recommendations to the PYP coordinator in preparation for the evaluation visits - Staff, students and parents participate in IB evaluation visit - Recommendation from the evaluation will be used to guide the next strategic plan and IB PYP action plan 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> • Undertake professional learning in relation to whole school priorities - Ongoing IB PYP professional learning to support the implementation of the Enhanced PYP - All staff to attend Cultural Understanding and Safety Training - Sources and provide Resilience, Rights and Respectful Relationships professional learning support the implementation of the modules 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> • Develop and trial approaches for students to set goals and monitor growth in relation to the IB Approaches to Learning (ATL) Professional Learning to develop staff's understanding of the ATLs Develop and track rubrics/scope & sequence documents for students and teachers to monitor ATL development 	<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
<ul style="list-style-type: none"> • Trial the implementation of a whole school Who We Are 	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP	from:	\$0.00

transdisciplinary unit of inquiry 28 Vertical groupings of students across the school Teacher guided inquiry of approximately 12 sessions across the year		Priority	Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Continue to involve students in the planning and reflection of unit of inquiry This could include class reflections, student surveys, meetings with teachers, exit interviews etc. the planning and reflection input by the students will depend on the age of the students and the unit of inquiry being studied 	<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
<ul style="list-style-type: none"> Build staff understanding of the Learner Profile to develop international minded students This will be undertaken through professional learning sessions, including professional reading 	<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
<ul style="list-style-type: none"> Conduct Learning Walks and Peer Observations to ensure a consistent whole-school approach 	<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
<ul style="list-style-type: none"> Utilise online student feedback survey and develop and trial a junior school and specialist survey each semester as a means for students to provide feedback to their teacher 	<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
<ul style="list-style-type: none"> Appoint an Environment and Sustainability Coordinator to oversee whole school initiatives 	<input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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	\$4,200.00	\$5,673.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$4,200.00	\$5,673.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<ul style="list-style-type: none"> Introduce a spelling coach to build teacher capacity in the teaching of spelling Employ speech therapist to conduct observations, provide feedback 	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$4,200.00	\$5,673.00
Totals			\$4,200.00	\$5,673.00

Additional Equity spend

Outline here any additional Equity spend for 2020	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
<ul style="list-style-type: none"> Revisit the Mount Eliza North Primary School instructional model and pedagogical practices, and align with learning walks and peer observations <ul style="list-style-type: none"> Curriculum day – leadership team to outline the instructional model and pedagogical practices Instructional Model poster produced and on display in all learning and collaborative planning spaces Review and continue to implement learning walks and provide feedback to staff to enhance consistency in practice across the school 	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Develop teachers understanding and use of data and evidence to inform their planning, teaching and assessment <ul style="list-style-type: none"> Assistant Principal to attend weekly PLC meetings to support leaders in the implementation of the new process and use of data tools 	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> Leadership team to conduct workshops to build staff capacity in the use of data and associated tools – academic and wellbeing 					(HITS)	
<ul style="list-style-type: none"> Introduce a spelling coach to build teacher capacity in the teaching of spelling Employ speech therapist to conduct observations, provide feedback 	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Speech therapist to act as a SMART spelling coach	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> 2 Curriculum Days focused on Conceptual Based Teaching and Learning 25th & 26th June 2020 facilitated by Marcia Beurenbruch from Reshaping Schools 	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Expert on concept based learning Marcia Beurenbruch	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Undertake IB PYP self-study and evaluation All staff participate in a self-study team and report findings and recommendations to the PYP coordinator in preparation for the evaluation visits Staff, students and parents participate in IB 	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants IB Evaluation - IB credited evaluators	<input checked="" type="checkbox"/> On-site

<p>evaluation visit</p> <ul style="list-style-type: none"> - Recommendation from the evaluation will be used to guide the next strategic plan and IB PYP action plan 						
<ul style="list-style-type: none"> • Undertake professional learning in relation to whole school priorities - Ongoing IB PYP professional learning to support the implementation of the Enhanced PYP - All staff to attend Cultural Understanding and Safety Training - Sources and provide Resilience, Rights and Respectful Relationships professional learning support the implementation of the modules 	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</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	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants staff to undertake CUST	<input checked="" type="checkbox"/> On-site