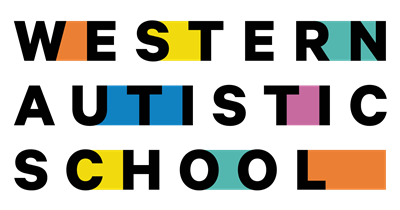
**2021 Annual Implementation Plan**

Submitted for review by Adele Field (School Principal) on 06 May, 2021 at 11:26 AM  
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 07 May, 2021 at 03:37 PM  
Endorsed by Sinead Bradley (School Council President) on 10 May, 2021 at 09:33 AM

**for improving student outcomes**

Western Autistic School (5290)



**Self-evaluation Summary - 2021**

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| --- | --- | --- | --- |
|  | 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 |

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

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

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

|  |  |
| --- | --- |
| **Enter your reflective comments** | 2020 has raised challenges to almost every facet of our being. What it has also demonstrated is the critical importance of safeguarding a sense of belonging for all and the need for us to work collaboratively to ensure we continue to provide excellence in our practice. We recognise the importance of having consistent, stable communication methods and acknowledge that this year has shone a light on areas for improvement in this field. Families and staff provided feedback on systems such as communication books and emails and we will endeavour to research appropriate systems and resources that will enhance our connections to our families, whilst upholding the highest standards of integrity, dignity and consideration for our students. We take pride in the students’ progress, recorded in our end of year reports. The exceptional achievements of the children reflect the staff’s commitment to understanding each child, and their skills to assess, plan, teach and evaluate learning needs. Our students’ success rests on the collaborative work of classroom teachers, school leaders, therapists and families. The lack of a ceiling on enrolments in the P-3 program continues to be a great challenge to the sustainability of our pedagogy. This impacts our ability to recruit staff and prepare classrooms as final enrolments cannot be determined until well into the new year. This increased workload and stress and raises fundamental pressure on the fidelity of our approach to collaborative teaching practices. We thank Peter Cronin for his consultancy with the leadership team and facilitation of school wide professional learning on the topic of build effective teams.  The Autism Teaching Institute faced the challenge of adjusting to a remote learning model requiring replicating the most valued elements of the courses in a totally online format. |
| **Considerations for 2021** | 2021 will be a year of consolidation, and an opportunity for us to build on the learning of this extraordinary year.  One key priority will be our collaborative partnerships with students and families and working to ensure we build on the innovative practices developed in the context of remote learning.  Alongside this we will continue our school-wide focus on student voice and agency, and work to deepen our understandings of how our students can be leaders in their own learning. We will work collectively to develop our expertise and understanding of our students, and of our evidence-based autism pedagogy, and ensure that all students are given opportunities to grow and to thrive. We will continue to work with the department on our enrolment policy in 2021 and develop a systemic program for growth for the following years. We are excited to have finalised arrangements for the de-amalgamation of the Laverton and Niddrie campuses. We are proud to congratulate Paige Davey for her appointment to the role as Principal of the new Niddrie Autistic School (interim name). Those of us at Laverton are excited by the continued opportunities for a great partnership between the two schools. We know that this will strengthen the position of both schools in the Victorian education system, and showcase the importance of a child-centred, strengths-based approach to education for our students. As leaders in this field, we will be well placed to facilitate growth in the system, aligned to the recent departmental announcements regarding inclusive education. We look forward to the opportunities this will also bring about to look at new and innovative ways to work with the communities of both schools, our networks and the education system which will continue to inform our direction moving forward. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| --- | --- |
| Goal 1 | 2021 Priorities Goal |
| Target 1.1 | Support for the 2021 Priorities |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Learning, catch-up and extension priority |
| Key Improvement Strategy 1.b Health and wellbeing | Happy, active and healthy kids priority |
| Key Improvement Strategy 1.c Building communities | Connected schools priority |
| Goal 2 | Improve learning for each student |
| Target 2.1 | * 1. By 2023, 100% of students will show improvement in their learning as evidenced by multiple data sources used across the school. |
| Target 2.2 | By 2023, 75% of students in prep and grade 1 will demonstrate next-level growth over a period of 24 months, as measured by Teacher Judgement data of Victorian Curriculum areas Speaking and Listening and Personal and Social Capability. Additionally, 20% of prep and grade 1 students will achieve 3 levels of growth in the same period in the areas of Speaking and Listening and Personal and Social Capability.    By 2023, 80% of students in grades 2 and 3 will achieve next-level growth in the same period, as measured by teacher judgement data of the Victorian Curriculum areas; Speaking and Listening and Personal and Social Capability. Additionally, 20% of grade 2 and 3 students will achieve 2 levels of growth in the same period in the areas of Speaking and Listening and Personal and Social Capability.    By 2023, 70% of students in prep and grade 1 students will demonstrate next-level growth over a period of 24 months as measured by teacher judgement data of Victorian Curriculum areas Reading & Viewing and Writing.    By 2023, 70% of students in prep and grade 1 will demonstrate next-level growth over a period of 24 months as measured by Teacher Judgement data of Mathematics.    By 2023, 75% of students in grades 2 and 3 will demonstrate next-level growth over a period of 24 months as measured by Teacher Judgement data of Victorian Curriculum areas Reading & Viewing and Writing.    By 2023, 70% of students in grades 2 and 3 will demonstrate next-level growth over a period of 24 months as measured by teacher judgement data of Mathematics. |
| Key Improvement Strategy 2.a Building practice excellence | Improve school-wide consistency of implementation of the teaching and learning framework |
| Key Improvement Strategy 2.b Building practice excellence | Embed collaborative teaching practice |
| Key Improvement Strategy 2.c Strategic resource management | Align structures and resources to improve teaching and learning capabilities |
| Goal 3 | Build student voice, leadership and agency |
| Target 3.1 | By 2023, the percentages of endorsement in the School Staff Survey will increase for promote student ownership of learning goals, support growth and learning of whole student, and for focus learning on real-life problems as per the below yearly targets:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Niddrie   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Component | All Staff  2019 | All Staff  2020 | All Staff  2021 | All Staff  2022 | Target  2023 | | Promote student ownership of learning goals | 54.5% | 56.5% | 58.5% | 60.5% | 62.5% | | Support growth and learning of whole student | 81.8% | 82.8% | 83.8% | 84.8% | 85.8% | | Focus learning on real-life problems | 77.3% | 78.3% | 79.3% | 80.3% | 81.3% |     Laverton:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Component | All Staff  2019 | All Staff  2020 | All Staff  2021 | All Staff  2022 | Target  2023 | | Promote student ownership of learning goals | 57.4% | 59.4% | 61.4% | 63.4% | 65.4% | | Support growth and learning of whole student | 70.4% | 73.4% | 76.4% | 79.4% | 80.4% | | Focus learning on real-life problems | 75.9% | 76.9% | 77.9% | 78.9% | 79.9% | | |
| Target 3.2 | By 2023, improve or maintain the percent endorsement in the Parent Opinion Survey for student voice and agency, stimulated learning and school connectedness as per the below yearly targets:  Niddrie:     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Component | All Staff  2019 | All Staff  2020 | All Staff  2021 | All Staff  2022 | Target  2023 | | Student voice and agency | 79% | 80 | 81 | 82 | 83 | | Stimulating learning environment | 82% | 84 | 86 | 88 | 90 | | School connectedness | 85% | 87% | 89% | 91% | 92% |       Laverton     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Component | All Staff  2019 | All Staff  2020 | All Staff  2021 | All Staff  2022 | Target  2023 | | Student voice and agency | 77% | 78% | 80% | 81% | 83 | | Stimulating learning environment | 87% | 87% | 88% | 89% | 90 | | School connectedness | 94% | 94% | 94% | 94% | 94 | |
| Target 3.3 | By 2023, for the school to have reduced the number of students with 20 or more absent days per year.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2023 | | Students with 20 or more absences | 49% | 48% | 47% | 46% | |
| Key Improvement Strategy 3.a Empowering students and building school pride | Develop a shared understanding of student voice, leadership and agency |
| Key Improvement Strategy 3.b Empowering students and building school pride | Build teacher capabilities to activate student agency |
| Goal 4 | Increase student wellbeing |
| Target 4.1 | By 2023, improve or maintain the percent endorsement on the Parent Opinion Survey in the Safety domain as per the below yearly targets:  Niddrie     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Component | 2019 | 2020 | 2021 | 2022 | 2023 Target | | Managing bullying | 74% | 75% | 76% | 77% | 78% | | Non-experience of bullying | 79% | 79% | 80% | 80% | 81% | | Promoting positive behaviour | 85% | 85% | 86% | 86% | 86% | | Respect for diversity | 89% | 89% | 90% | 90% | 90% |     Laverton   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Component | 2019 | 2020 | 2021 | 2022 | 2023 Target | | Managing bullying | 73% | 74% | 75% | 76% | 77% | | Non-experience of bullying | 75% | 76% | 77% | 78% | 79% | | Promoting positive behaviour | 93% | 93% | 93% | 93% | 93% | | Respect for diversity | 94% | 94% | 94% | 94% | 94% | |
| Target 4.2 | By 2023, improve the percentage of endorsement on the staff survey for Staff safety and wellbeing module as per the below yearly targets  Niddrie     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Component | All Staff  2019 | All Staff  2020 | All Staff  2021 | All Staff  2022 | Target  2023 | | Staff Safety and Wellbeing | 49.7% | 51.7% | 53.7% | 55.7% | 57.7 |     Laverton     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Component | All Staff  2019 | All Staff  2020 | All Staff  2021 | All Staff  2022 | Target  2023 | | Staff Safety and Wellbeing | 49.2% | 51.2% | 53.2% | 55.2% | 57.2% | |
| Target 4.3 | For the school to improve upon the school based collection and analysis of student engagement and wellbeing data |
| Key Improvement Strategy 4.a Setting expectations and promoting inclusion | Build a positive and inclusive learning environment |
| Key Improvement Strategy 4.b Parents and carers as partners | Improve parent participation as co-educators in their children’s learning |

**Select Annual Goals and KIS**

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| --- | --- | --- | --- |
| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | Improve the percent endorsement on the Staff Opinion Survey for the Staff Safety and Wellbeing module to 53% and increase the overall percent endorsement in the Teaching and Learning- Implementation module to 70%. |
| Improve learning for each student | No | * 1. By 2023, 100% of students will show improvement in their learning as evidenced by multiple data sources used across the school. |  |
| By 2023, 75% of students in prep and grade 1 will demonstrate next-level growth over a period of 24 months, as measured by Teacher Judgement data of Victorian Curriculum areas Speaking and Listening and Personal and Social Capability. Additionally, 20% of prep and grade 1 students will achieve 3 levels of growth in the same period in the areas of Speaking and Listening and Personal and Social Capability.    By 2023, 80% of students in grades 2 and 3 will achieve next-level growth in the same period, as measured by teacher judgement data of the Victorian Curriculum areas; Speaking and Listening and Personal and Social Capability. Additionally, 20% of grade 2 and 3 students will achieve 2 levels of growth in the same period in the areas of Speaking and Listening and Personal and Social Capability.    By 2023, 70% of students in prep and grade 1 students will demonstrate next-level growth over a period of 24 months as measured by teacher judgement data of Victorian Curriculum areas Reading & Viewing and Writing.    By 2023, 70% of students in prep and grade 1 will demonstrate next-level growth over a period of 24 months as measured by Teacher Judgement data of Mathematics.    By 2023, 75% of students in grades 2 and 3 will demonstrate next-level growth over a period of 24 months as measured by Teacher Judgement data of Victorian Curriculum areas Reading & Viewing and Writing.    By 2023, 70% of students in grades 2 and 3 will demonstrate next-level growth over a period of 24 months as measured by teacher judgement data of Mathematics. |  |
| Build student voice, leadership and agency | No | By 2023, the percentages of endorsement in the School Staff Survey will increase for promote student ownership of learning goals, support growth and learning of whole student, and for focus learning on real-life problems as per the below yearly targets:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Niddrie   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Component | All Staff  2019 | All Staff  2020 | All Staff  2021 | All Staff  2022 | Target  2023 | | Promote student ownership of learning goals | 54.5% | 56.5% | 58.5% | 60.5% | 62.5% | | Support growth and learning of whole student | 81.8% | 82.8% | 83.8% | 84.8% | 85.8% | | Focus learning on real-life problems | 77.3% | 78.3% | 79.3% | 80.3% | 81.3% |     Laverton:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Component | All Staff  2019 | All Staff  2020 | All Staff  2021 | All Staff  2022 | Target  2023 | | Promote student ownership of learning goals | 57.4% | 59.4% | 61.4% | 63.4% | 65.4% | | Support growth and learning of whole student | 70.4% | 73.4% | 76.4% | 79.4% | 80.4% | | Focus learning on real-life problems | 75.9% | 76.9% | 77.9% | 78.9% | 79.9% | | |  |
| By 2023, improve or maintain the percent endorsement in the Parent Opinion Survey for student voice and agency, stimulated learning and school connectedness as per the below yearly targets:  Niddrie:     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Component | All Staff  2019 | All Staff  2020 | All Staff  2021 | All Staff  2022 | Target  2023 | | Student voice and agency | 79% | 80 | 81 | 82 | 83 | | Stimulating learning environment | 82% | 84 | 86 | 88 | 90 | | School connectedness | 85% | 87% | 89% | 91% | 92% |       Laverton     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Component | All Staff  2019 | All Staff  2020 | All Staff  2021 | All Staff  2022 | Target  2023 | | Student voice and agency | 77% | 78% | 80% | 81% | 83 | | Stimulating learning environment | 87% | 87% | 88% | 89% | 90 | | School connectedness | 94% | 94% | 94% | 94% | 94 | |  |
| By 2023, for the school to have reduced the number of students with 20 or more absent days per year.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2023 | | Students with 20 or more absences | 49% | 48% | 47% | 46% | |  |
| Increase student wellbeing | No | By 2023, improve or maintain the percent endorsement on the Parent Opinion Survey in the Safety domain as per the below yearly targets:  Niddrie     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Component | 2019 | 2020 | 2021 | 2022 | 2023 Target | | Managing bullying | 74% | 75% | 76% | 77% | 78% | | Non-experience of bullying | 79% | 79% | 80% | 80% | 81% | | Promoting positive behaviour | 85% | 85% | 86% | 86% | 86% | | Respect for diversity | 89% | 89% | 90% | 90% | 90% |     Laverton   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Component | 2019 | 2020 | 2021 | 2022 | 2023 Target | | Managing bullying | 73% | 74% | 75% | 76% | 77% | | Non-experience of bullying | 75% | 76% | 77% | 78% | 79% | | Promoting positive behaviour | 93% | 93% | 93% | 93% | 93% | | Respect for diversity | 94% | 94% | 94% | 94% | 94% | |  |
| By 2023, improve the percentage of endorsement on the staff survey for Staff safety and wellbeing module as per the below yearly targets  Niddrie     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Component | All Staff  2019 | All Staff  2020 | All Staff  2021 | All Staff  2022 | Target  2023 | | Staff Safety and Wellbeing | 49.7% | 51.7% | 53.7% | 55.7% | 57.7 |     Laverton     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Component | All Staff  2019 | All Staff  2020 | All Staff  2021 | All Staff  2022 | Target  2023 | | Staff Safety and Wellbeing | 49.2% | 51.2% | 53.2% | 55.2% | 57.2% | |  |
| For the school to improve upon the school based collection and analysis of student engagement and wellbeing data |  |

|  |  |  |
| --- | --- | --- |
| Goal 1 | 2021 Priorities Goal | |
| 12 Month Target 1.1 | Improve the percent endorsement on the Staff Opinion Survey for the Staff Safety and Wellbeing module to 53% and increase the overall percent endorsement in the Teaching and Learning- Implementation module to 70%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Curriculum planning and assessment | Learning, catch-up and extension priority | Yes |
| **KIS 2**  Health and wellbeing | Happy, active and healthy kids priority | Yes |
| **KIS 3**  Building communities | Connected schools priority | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021. | |

**Define Actions, Outcomes and Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | 2021 Priorities Goal | | | | |
| 12 Month Target 1.1 | Improve the percent endorsement on the Staff Opinion Survey for the Staff Safety and Wellbeing module to 53% and increase the overall percent endorsement in the Teaching and Learning- Implementation module to 70%. | | | | |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | | | | |
| **Actions** | Maintain PLC structures to support teacher collaboration and reflection to strengthen teaching practice. Consolidate framework for individual student conferencing with teaching teams to strengthen the evaluation and planning for ILPs and assessment of student learning outcomes. | | | | |
| **Outcomes** | Teachers will confidently and accurately identify student learning needs of their individual students. PLCs will meet to engage in reflective practice, evaluate and plan ILPs and assessments. | | | | |
| **Success Indicators** | Classroom observations and learning walks demonstrating take up of professional learning strategies. Progress against Individual Learning Plans. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Individual student conferences facilitated by a member of leadership, for at least 3 students, across 2-3 conferences, per term. | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $9,254.88  🞎 Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | | |
| **Actions** | Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels. School-wide professional learning, including a PLC focus, on building an understanding of individual students and improving student wellbeing. Build relationships and engage with families of at-risk students. | | | | |
| **Outcomes** | Teachers will model and are consistent in agreed routines. Leaders will strengthen engagement with regional and external support agencies. At-risk students will be identified and receive targeted support in a timely manner.  Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate. | | | | |
| **Success Indicators** | Classroom and peer observations. Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns. Teacher reports of wellbeing concerns. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Peter Vermeulen- Context Blindess/ School Inclusion | | 🗹 All Staff | 🗹 PLP Priority | from: Term 3  to: Term 3 | $1,481.60  🞎 Equity funding will be used |
| Peter Vermeulen- A happy and fulfilled life with autism: what we can learn from the success stories? (School community) | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 3  to: Term 3 | $740.79  🞎 Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | | |
| **Actions** | Strengthen and embed the school-wide approach to communication with families, incorporating the new ways in which our school connected during remote and flexible learning. Build intercultural awareness through school celebrations of our diverse school community. Plan for school facilities and grounds works that will mean our school is a great place to learn. Build student representation on decision-making councils regarding the upgrade of facilities and resources. | | | | |
| **Outcomes** | Leaders will prioritise time for staff to communicate and build relations with families. Teachers will have strong relationships with students and their families. Students and families will feel as though they belong and are seen. All students will be connected to resources and learning opportunities. | | | | |
| **Success Indicators** | Percent endorsement on Parent Opinion Survey and Staff Opinion Survey for relevant components aligned to School Connectedness. Attendance. Frequency of communications with families Number of referrals, documented outcomes of student referral meetings. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Allocation of time for teachers to facilitate the design and implementation of Parent Network meetings, and community events | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Employment of Parent Linkages worker to enhance school- family connections | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $47,335.20  🗹 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $47,335.20 | $47,335.20 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $47,335.20 | $47,335.20 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Employment of Parent Linkages worker to enhance school- family connections | from: Term 2  to: Term 4 | 🗹 School-based staffing | $47,335.20 | $47,335.20 |
| **Totals** | | | $47,335.20 | $47,335.20 |

Additional Equity spend

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2021** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| **Totals** | | | $0.00 | $0.00 |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Individual student conferences facilitated by a member of leadership, for at least 3 students, across 2-3 conferences, per term. | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Learning Specialist  🗹 Practice Principles for Excellence in Teaching and Learning  🗹 Pedagogical Model | 🗹 On-site |
| Peter Vermeulen- Context Blindess/ School Inclusion | 🗹 All Staff | from: Term 3  to: Term 3 | 🗹 Formalised PLC/PLTs  🗹 Student voice, including input and feedback | 🗹 Whole School Pupil Free Day | 🗹 Internal staff  🗹 External consultants  Peter Vermeulen- international expert | 🗹 Off-site  Remote delivery, with facilitated on-site access to webinar. |