2020 Annual Implementation Plan

for improving student outcomes

Barton Primary School (5560)

Submitted for review by Andrew Felsinger (School Principal) on 29 April, 2020 at 04:34 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

Barton Primary School (5560)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding	
	Curriculum planning and assessment	Evolving moving towards Embedding	
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding	
	Evaluating impact on learning	Evolving moving towards Embedding	

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

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

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

Enter your reflective comments	Strengths: - Strong sense of collective efficacy amongst staff with a commitment to professional growth - Beginning to consolidate a school organizational structure that further promotes excellence in teaching and learning and professional growth - Staff, student and parents are all responsive to change for improvement. - Highly motivated staff and students.
Considerations for 2020	Below are a list of considerations we believe we need to focus on in 2020: • Student voice, student leadership and learner agency. • Whole school Positive Education Program/Well Being Program • Instructional model/Planning documentation

	• Evidence based best practice whole school approaches
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve student engagement and wellbeing
Target 1.1	**Attitudes to School Survey (AToSS)** By 2023 whole school positive endorsement of: • Student voice and agency will increase from 74% in 2018 to 84% in 2023. • Stimulated learning will increase from 88% in 2018 to 93% in 2023. • Learning confidence will increase from 86% per cent in 2018 to 90% in 2023.
Target 1.2	**School Staff Survey (SSS)** By 2023 the per cent of staff positive about: • School climate will increase from 78% in 2018 to 90% in 2023 • Academic emphasis will increase from 74% in 2018 to 84% in 2023.
Target 1.3	**Parent Opinion Survey (POS)** By 2023: • Parent overall satisfaction with the school will increase from 81% in 2018 to 90% in 2023 • Parent involvement and participation will increase from 60% in 2018 to 75% in 2023.

Target 1.4	**Whole School Wellbeing Data - Sentral** By 2023 the ratio of recorded Negative Incidents to Wellbeing Award Nominations will improve from 0.88 (2018) to 0.85.
Key Improvement Strategy 1.a Curriculum planning and assessment	Establish and embed structures and practices to personalise learning that supports the needs of all current and future students
Key Improvement Strategy 1.b Empowering students and building school pride	Build teacher knowledge to activate student voice and agency to establish an authentic learning partnership throughout the school, which develops independent and self–regulating learners
Key Improvement Strategy 1.c Curriculum planning and assessment	Develop, document and implement a whole school strategy to improve student voice, learner agency and student leadership
Goal 2	Improve student literacy outcomes
Target 2.1	**NAPLAN Reading** By 2023: - the percentage of Year 3 students assessed at the top two bands in NAPLAN Reading will increase from 39% in 2018 to 60% in 2023 - the percentage of Year 5 students assessed at the top two bands in NAPLAN Reading will increase from 25% in 2018 to 45% in 2023 - benchmark growth in Reading will be at 75% or higher (68% in 2019).
Target 2.2	**Victorian Curriculum - Teacher Judgement** By 2023 students performing at or above the expected age level:

	- Reading and Viewing will increase from 87% in 2019 to 90% in 2023 - Speaking and Listening will increase from 92% in 2019 to 95% in 2023 - Writing will increase from 83% in 2019 to 86% in 2023
Target 2.3	**NAPLAN Writing** By 2023: - the percentage of Year 3 students assessed at the top two bands in NAPLAN writing will increase from 33% in 2018 to 45% in 2023 - the percentage of Year 5 students assessed at the top two bands in NAPLAN writing will increase from 6% in 2018 to 20% in 2023.
Key Improvement Strategy 2.a Building practice excellence	Embed structures and practices to enable an agreed and consistent approach to the teaching of literacy
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach a differentiated and stimulating literacy curriculum that targets each student's point of need
Key Improvement Strategy 2.c Building practice excellence	Build teacher capacity to incorporate learner agency into everyday practice
Goal 3	Improve student numeracy outcomes
Target 3.1	**NAPLAN** By 2023:

	• the percentage of Year 3 students assessed at the top two bands in NAPLAN numeracy will increase from 21% in 2018 to 35% in 2023 • the percentage of Year 5 students assessed at the top two bands in NAPLAN numeracy will increase from 16% in 2018 to 30% in 2023 • benchmark growth in numeracy will be at 75% or greater (69% in 2019).
Target 3.2	**SSS** By 2023, whole school positive endorsement for Collective efficacy will increase from 77% in 2018 to 85% in 2023.
Target 3.3	**Victorian Curriculum - Teacher Judgement** By 2023 students performing at or above the expected age level: • Measurement and Geometry will increase from 84% in 2019 to 90% in 2023 • Number and Algebra will increase from 87% in 2019 to 90% in 2023 • Statistics and Probability will increase from 91% in 2019 to 94% in 2023
Key Improvement Strategy 3.a Curriculum planning and assessment	Embed a teaching and learning model consistently across the school
Key Improvement Strategy 3.b Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach a differentiated and stimulating numeracy curriculum that targets each student's point of need
Key Improvement Strategy 3.c Building practice excellence	Embed structures and practices to enable an agreed and consistent approach to the teaching of numeracy

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student engagement and wellbeing	Yes	**Attitudes to School Survey (AToSS)** By 2023 whole school positive endorsement of: • Student voice and agency will increase from 74% in 2018 to 84% in 2023. • Stimulated learning will increase from 88% in 2018 to 93% in 2023. • Learning confidence will increase from 86% per cent in 2018 to 90% in 2023.	By the end of 2020 whole school positive endorsement of: • Student voice and agency will increase to 77%. • Stimulated learning will increase to 89% • Learning confidence will increase to 87%
		School Staff Survey (SSS) By 2023 the per cent of staff positive about: • School climate will increase from 78% in 2018 to 90% in 2023 • Academic emphasis will increase from 74% in 2018 to 84% in 2023.	School Staff Survey (SSS) By the end of 2020 the per cent of staff positive about: • School climate will increase to 80% • Academic emphasis will increase to 76%
		Parent Opinion Survey (POS)	By the end of 2020: • Parent overall satisfaction with the school will increase to 82%

		By 2023:	• Parent involvement and participation will increase to 62%
		• Parent overall satisfaction with the school will increase from 81% in 2018 to 90% in 2023 • Parent involvement and participation will increase from 60% in 2018 to 75% in 2023.	
		Whole School Wellbeing Data - Sentral By 2023 the ratio of recorded Negative Incidents to Wellbeing Award Nominations will improve from 0.88 (2018) to 0.85.	By the end of 2020: The ratio of negative incidents to wellbeing award nominations will improve to 0.86
Improve student literacy outcomes	Yes	**NAPLAN Reading** By 2023: • the percentage of Year 3 students assessed at the top two bands in NAPLAN Reading will increase from 39% in 2018 to 60% in 2023 • the percentage of Year 5 students assessed at the top two bands in NAPLAN Reading will increase from 25% in 2018 to 45% in 2023 • benchmark growth in Reading will be at 75% or higher (68% in 2019).	By the end of 2020: • the percentage of Year 3 students assessed at the top two bands in NAPLAN Reading will be 41% • the percentage of Year 5 students assessed at the top two bands in NAPLAN Reading will be 28% • benchmark growth in Reading will be at 70%
		Victorian Curriculum - Teacher Judgement By 2023 students performing at or above the expected age level:	By the end of 2020 students performing at or above the expected age level: • Reading and Viewing will be 88% • Speaking and Listening will be 93%

		• Reading and Viewing will increase from 87% in 2019 to 90% in 2023 • Speaking and Listening will increase from 92% in 2019 to 95% in 2023 • Writing will increase from 83% in 2019 to 86% in 2023	• Writing will be 84%
		NAPLAN Writing By 2023: • the percentage of Year 3 students assessed at the top two bands in NAPLAN writing will increase from 33% in 2018 to 45% in 2023 • the percentage of Year 5 students assessed at the top two bands in NAPLAN writing will increase from 6% in 2018 to 20% in 2023.	By the end of 2020: • the percentage of Year 3 students assessed at the top two bands in NAPLAN writing will be 35% • the percentage of Year 5 students assessed at the top two bands in NAPLAN writing will be 8%
Improve student numeracy outcomes	Yes	**NAPLAN** By 2023: • the percentage of Year 3 students assessed at the top two bands in NAPLAN numeracy will increase from 21% in 2018 to 35% in 2023 • the percentage of Year 5 students assessed at the top two bands in NAPLAN numeracy will increase from 16% in 2018 to 30% in 2023 • benchmark growth in numeracy will be at 75% or greater (69% in 2019).	By the end of 2020: • the percentage of Year 3 students assessed at the top two bands in NAPLAN numeracy will be 23% • the percentage of Year 5 students assessed at the top two bands in NAPLAN numeracy will be 18% • benchmark growth in numeracy will be 71%

		SSS By 2023, whole school positive endorsement for Collective efficacy will increase from 77% in 2018 to 85% in 2023.	By the end of 2020, whole school positive endorsement for Collective will be 79%
		Victorian Curriculum - Teacher Judgement By 2023 students performing at or above the expected age level: • Measurement and Geometry will increase from 84% in 2019 to 90% in 2023 • Number and Algebra will increase from 87% in 2019 to 90% in 2023 • Statistics and Probability will increase from 91% in 2019 to 94% in 2023	By the end of 2020 students performing at or above the expected age level: • Measurement and Geometry will be 85.5% • Number and Algebra will be 88% • Statistics and Probability will be 92%

Goal 1	Improve student engagement and wellbeing
12 Month Target 1.1	By the end of 2020 whole school positive endorsement of: • Student voice and agency will increase to 77%. • Stimulated learning will increase to 89% • Learning confidence will increase to 87%
12 Month Target 1.2	School Staff Survey (SSS) By the end of 2020 the per cent of staff positive about:

	• School climate will increase to 80% • Academic emphasis will increase to 76%
12 Month Target 1.3	By the end of 2020: • Parent overall satisfaction with the school will increase to 82% • Parent involvement and participation will increase to 62%
12 Month Target 1.4	By the end of 2020: The ratio of negative incidents to wellbeing award nominations will improve to 0.86

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Establish and embed structures and practices to personalise learning that supports the needs of all current and future students	No
KIS 2 Empowering students and building school pride	Build teacher knowledge to activate student voice and agency to establish an authentic learning partnership throughout the school, which develops independent and self–regulating learners	No
KIS 3 Curriculum planning and assessment	Develop, document and implement a whole school strategy to improve student voice, learner agency and student leadership	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.	The Panel from our recent school review found the school had a number of student leadership opportunities in place but found that students didn't have a voice at school in terms of decision making or influencing teaching and learning practices. The Panel found there were fewer opportunities for students to demonstrate learner agency in order to influence curriculum design and delivery, and to provide authentic feedback to teachers on the impact teachers were having on teaching and learning practices. We have selected KIS 1c in order to improve student engagement and wellbeing. By focusing on student voice, agency and leadership will have a positive impact on our whole school and in return our data.	

Goal 2	Improve student literacy outcomes	
12 Month Target 2.1	By the end of 2020: • the percentage of Year 3 students assessed at the top two bands in NAPLAN Reading will be 41% • the percentage of Year 5 students assessed at the top two bands in NAPLAN Reading will be 28% • benchmark growth in Reading will be at 70%	
12 Month Target 2.2	By the end of 2020 students performing at or above the expected age level: • Reading and Viewing will be 88% • Speaking and Listening will be 93% • Writing will be 84%	
12 Month Target 2.3	By the end of 2020: • the percentage of Year 3 students assessed at the top two bands in NAPLAN writing will be 35% • the percentage of Year 5 students assessed at the top two bands in NAPLAN writing will be 8%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Embed structures and practices to enable an agreed and consistent approach to the teaching of literacy	Yes
KIS 2 Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach a differentiated and stimulating literacy curriculum that targets each student's point of need	No
KIS 3 Building practice excellence	Build teacher capacity to incorporate learner agency into everyday practice	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Through our recent school review and feedback from staff we acknowledge a need to form and embed structures and practices that are consistent school wide. Being in our first year of our recent School Strategic Plan we believe this is a great opportunity to focus on this area in order to achieve our goal to improve student literacy outcomes. The experience of our current teaching is limited. By focusing on Literacy structures and practices we will build teacher capacity throughout the school. In return student learning outcomes will reflect the schools commitment to our Literacy goal.	
Goal 3	Improve student numeracy outcomes	
12 Month Target 3.1	By the end of 2020: • the percentage of Year 3 students assessed at the top two bands in NAPLAN numeracy will be 23% • the percentage of Year 5 students assessed at the top two bands in NAPLAN numeracy will be 18% • benchmark growth in numeracy will be 71%	
12 Month Target 3.2	By the end of 2020, whole school positive endorsement for Collective will be 79%	
12 Month Target 3.3	By the end of 2020 students performing at or above the expected age level: • Measurement and Geometry will be 85.5% • Number and Algebra will be 88% • Statistics and Probability will be 92%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Embed a teaching and learning model consistently across the school	No
KIS 2 Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach a differentiated and stimulating numeracy curriculum that targets each student's point of need	No
KIS 3 Building practice excellence	Embed structures and practices to enable an agreed and consistent approach to the teaching of numeracy	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. | Through our recent school review and feedback from staff we acknowledge a need to form and embed structures and practices that are consistent school wide. Being in our first year of our recent School Strategic Plan we believe this is a great opportunity to focus on this area in order to achieve our goal to improve student numeracy outcomes. The experience of our current teaching is limited. By focusing on Numeracy structures and practices we will build teacher capacity throughout the school In return student learning outcomes will reflect the schools commitment to our Numeracy goal. |

Define Actions, Outcomes and Activities

Goal 1	Improve student engagement and wellbeing
12 Month Target 1.1	By the end of 2020 whole school positive endorsement of: • Student voice and agency will increase to 77%. • Stimulated learning will increase to 89% • Learning confidence will increase to 87%
12 Month Target 1.2	School Staff Survey (SSS) By the end of 2020 the per cent of staff positive about: • School climate will increase to 80% • Academic emphasis will increase to 76%
12 Month Target 1.3	By the end of 2020: • Parent overall satisfaction with the school will increase to 82% • Parent involvement and participation will increase to 62%
12 Month Target 1.4	By the end of 2020: The ratio of negative incidents to wellbeing award nominations will improve to 0.86
KIS 1 Curriculum planning and assessment	Develop, document and implement a whole school strategy to improve student voice, learner agency and student leadership
Actions	- Develop whole-school understanding of student voice, learner agency and student leadership through the successful completion of all relevant BeYou modules. - Develop a whole-school understanding of School Wide Positive Behaviour Support Framework. Embed use within classroom and across the whole school.

Outcomes	Leaders will: • Model positive and respectful relationships at all times • Identify relevant BeYou modules for completion by staff • Have a strong understanding of BeYou • Have a strong understanding of SWPBS • Regularly monitor implementation and effectiveness of SWPBS • Support staff to use effective classroom practices Teachers will: • Complete relevant BeYou modules • Understand what BeYou is • Consistently implement the principles of BeYou • Understand what SWPB is • Consistently implement SWPBS at all times • Model positive and respectful relationships • Develop Individual Plans for students at risk Students will: • Be able to identify the school's expected behaviours • Be able to identify the SWPBS in action (eg. Specific examples in their classes) • Applying strategies to develop as independent and self-related learners
Success Indicators	Leaders: • Minutes from meetings and professional learning • Expectations and clear processes for documentation of incidents in Sentral • Whole school data (SWPB data) Teachers: • Whole school data (School Staff Survey) • Records of individual interventions and plans for students Students: • Whole school data (ATSoSS) • Conversations/Feedback to teacher • AToSS data managing bullying, effective classroom behaviour increase 5%

Activities and Milestones	Who	Is this a PL Priority	When	Budget

Teachers complete relevant BeYou modules	☑ Education Support ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Leadership to engage with SWPBS coach/es through DET. School Leaders to work with coach to clarify a school's needs and provide the necessary professional learning supported by coaching for teams to embed essential SWPBS features	☑ Leadership Team	☐ PLP Priority	from: Term 4 to: Term 4	$0.00 ☐ Equity funding will be used
Provide Professional Development on SWPBS for all staff	☑ All Staff ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 4 to: Term 4	$1,000.00 ☐ Equity funding will be used
Develop whole school Positive Behaviours for Barton Primary School	☑ All Staff ☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 4 to: Term 4	$1,000.00 ☑ Equity funding will be used

Goal 2	Improve student literacy outcomes
12 Month Target 2.1	By the end of 2020: • the percentage of Year 3 students assessed at the top two bands in NAPLAN Reading will be 41% • the percentage of Year 5 students assessed at the top two bands in NAPLAN Reading will be 28% • benchmark growth in Reading will be at 70%
12 Month Target 2.2	By the end of 2020 students performing at or above the expected age level: • Reading and Viewing will be 88% • Speaking and Listening will be 93%

	• Writing will be 84%
12 Month Target 2.3	By the end of 2020: • the percentage of Year 3 students assessed at the top two bands in NAPLAN writing will be 35% • the percentage of Year 5 students assessed at the top two bands in NAPLAN writing will be 8%
KIS 1 Building practice excellence	Embed structures and practices to enable an agreed and consistent approach to the teaching of literacy
Actions	- Build staff understanding and capacity to implement a consistent approach to the teaching of grammatical, phonological and morphological components of language - Begin to implement a scientifically evidence based literacy approach school wide.
Outcomes	Leaders will: • Have high knowledge of scientifically evidence based approaches to teaching literacy and what this should look like. • Provide effective PD • Model evidence based best practice. • Support staff and teams to use this in their learning hubs/teaching practice Teachers will: • Understand a scientifically evidence based approach to teaching of literacy • Consistently embed learning practices within learning hubs • Engage in professional conversations and readings • Use PLT time to analyse the effectiveness of practice and impact on student data • Continuously reflect on effectiveness of teacher practice Students will: • Be able to identify the sounds in the English language • Be able to identify the rules of the English language relevant to their stage of learning. • Transfer knowledge of sounds and rules of the English language to reading, writing, spelling, grammar and handwriting.
Success Indicators	Leaders: • Minutes from meetings • Planning Documentation

	• Teacher assessment (survey)
	• Observations/Anecdotal Evidence
	Teachers:
	• Planning Documentation
	• Anecdotal evidence
	• Survey Data
	• Peer Observations
	• Evidence used to evaluate impact of teaching of student outcomes
	• ILP data
	Students:
	• Individual Learning Goal records
	• Student Feedback
	• Student voice and agency through literacy lessons
	• Students have shown 12 or more months growth over the year in the area of English.
	• Pre/Post data are indicative of growth

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop whole school systematic scientifically evidence based approaches to teaching literacy.	☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used
Provide Professional Learning for all staff on scientifically evidence based approaches to teaching literacy.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☐ Equity funding will be used
Implement Peer Observations and school visits to see scientifically evidence based approaches to teaching literacy in action.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used

Goal 3	Improve student numeracy outcomes
12 Month Target 3.1	By the end of 2020: • the percentage of Year 3 students assessed at the top two bands in NAPLAN numeracy will be 23% • the percentage of Year 5 students assessed at the top two bands in NAPLAN numeracy will be 18% • benchmark growth in numeracy will be 71%
12 Month Target 3.2	By the end of 2020, whole school positive endorsement for Collective will be 79%
12 Month Target 3.3	By the end of 2020 students performing at or above the expected age level: • Measurement and Geometry will be 85.5% • Number and Algebra will be 88% • Statistics and Probability will be 92%
KIS 1 Building practice excellence	Embed structures and practices to enable an agreed and consistent approach to the teaching of numeracy
Actions	- To create and implement a whole school planner with the purpose of informing and directing planning to promote consistency and clarity. This will also include a sequence of learning based on best practice for concepts to assist with discussions during the PLT data analysis cycle meetings. - Develop and begin to implement an evidence based school-wide approach to the teaching of numeracy that is consistent with the whole school planner
Outcomes	Leaders will: • Formalise planning documents clearly outlining expectations and non-negotiables • Support staff and model evidence-based best practice • Have a strong knowledge of the Mathematics curriculum Teachers will: • Contribute, develop and implement the use of Mathematics planners • Engage in professional conversations and professional readings • Use PLT data analysis cycle meetings to analyse student growth and effectiveness of planning documentations • Have an understanding of sequencing a unit of work

	• Clarity regarding where to begin for the different units of work • Reflect on their participation with the school peer-observation program Students will: • Have an understanding what their learning goals are (Student Agency) • Will provide feedback about their learning to improve teaching practice (Student Voice)
Success Indicators	Leaders: • To monitor Mathematics whole school numeracy achievement to measure growth • Agendas/Minutes from meetings • Planning documentations finalised and distributed • Analyse survey results regarding the use of Mathematics planners comparing results from the beginning of the year with the end of the year • Notes from learning walks Teachers: • Teachers referring and using Mathematics planning documentation (survey results) • PLT Data Analysis Cycle minutes • Evidence used to evaluate impact of teaching on student outcomes. • Teacher opinion survey Students: • To utilise and use their personal learning goals journal • Improved NAPLAN results in the area of Mathematics • Students have shown 12 or more months growth over the year in the area of Mathematics. • Pre/Post data are indicative of growth • Students will use student voice/agency • 1:1 goal settings and reflection • Opportunities for students to provide feedback

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**

Key staff to introduce whole school Mathematics Planner and teaching staff to begin embedding the planner.	☑ All Staff ☑ Curriculum Co-ordinator (s) ☑ Numeracy Improvement Teacher ☑ Numeracy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Key staff to participate in professional development to build leadership in the area of Mathematics	☑ Curriculum Co-ordinator (s) ☑ Numeracy Improvement Teacher ☑ Numeracy Leader	☑ PLP Priority	from: Term 3 to: Term 3	$10,000.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$16,000.00	$16,000.00
Additional Equity funding	$61,000.00	$61,000.00
Grand Total	$77,000.00	$77,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Develop whole school Positive Behaviours for Barton Primary School	from: Term 4 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$1,000.00	$1,000.00
Develop whole school systematic scientifically evidence based approaches to teaching literacy.	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$15,000.00	$15,000.00
Totals			$16,000.00	$16,000.00

Additional Equity spend

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

Speech pathologist support Learning intervention coordinator ES class room support	from: Term 1 to: Term 4	☑ School-based staffing ☑ Support services	$61,000.00	$61,000.00
Totals			$61,000.00	$61,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teachers complete relevant BeYou modules	☑ Education Support ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Student voice, including input and feedback ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Provide Professional Development on SWPBS for all staff	☑ All Staff ☑ Student Wellbeing Co-ordinator	from: Term 4 to: Term 4	☑ Curriculum development ☑ Student voice, including input and feedback ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants SWPB Unit ☑ Pedagogical Model	☑ On-site
Provide Professional Learning for all staff on scientifically evidence based approaches to teaching literacy.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Key staff to participate in professional development to build leadership in the area of Mathematics	☑ Curriculum Co-ordinator (s)	from: Term 3 to: Term 3	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Bastow program/course ☑ Learning Specialist	☑ On-site

| | | ☑ Numeracy Improvement Teacher ☑ Numeracy Leader | | | ☑ PLC/PLT Meeting | ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader | |