

2019 Annual Implementation Plan

for improving student outcomes

Ripplebrook Primary School (2129)



Submitted for review by Elizabeth Alderson (School Principal) on 26 December, 2018 at 09:06 PM
Endorsed by Julie Curtis (Senior Education Improvement Leader) on 24 February, 2019 at 11:01 AM
Endorsed by Shane Boyle (School Council President) on 07 March, 2019 at 11:45 AM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving
	Curriculum planning and assessment	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 moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	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	Evolving moving towards Embedding
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving

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

Enter your reflective comments	We have had a focus on Excellence in teaching and learning and we are moving into embedding We have continued to maintain in the embedding phase for Community engagement in learning We would like to have a focus in 2019 on Positive climate for learning
Considerations for 2019	Continue to focus on Excellence in teaching and learning Focus on Positive climate for learning - student agency and voice Focus on parent engagement in learning
Documents that support this plan	

SSP Goals Targets and KIS

<p>Goal 1</p>	<ul style="list-style-type: none"> To improve student learning outcomes for every student in literacy and numeracy, with a focus on Writing and Oral Language.
<p>Target 1.1</p>	<p><u>Teacher Judgements</u></p> <ul style="list-style-type: none"> Over the lifetime of the Strategic Plan Teacher Judgements will reflect 90% of students showing 12 months growth across all levels. <p><u>ODT (On Demand Testing)</u></p> <ul style="list-style-type: none"> By the end of this Strategic Plan ODT results will reflect 90% of students achieving 12 months growth for one year's learning. <p><u>Staff Opinion Survey</u> The following Staff Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> Academic emphasis from 83.3% to 88.0% Guaranteed and viable curriculum from 91.7% to 94.0% <p><u>Attitudes to School Survey</u> The following Attitudes to School Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> Stimulating Learning from 53% - 70% Learning Confidence from 67% - 75% Effective Teaching Time 67% - 75% <p><u>Parent Opinion Survey</u> The following Parent Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> Simulating Learning Environment 80% - 85% Effective Teaching 74% - 80% High Expectations for success 91% - 95%

Key Improvement Strategy 1.a Building practice excellence	Build quality teacher practice in all levels based on current best practice models through professional learning with a focus on classroom observations, effective feedback and improved use of data to better inform teacher practice.
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and document an agreed scope and sequence for Literacy and Numeracy that builds a strong and consistent instructional model and incorporates clearly articulated learning intentions and success criteria, and feedback.
Goal 2	<ul style="list-style-type: none"> To ensure students are supported and engaged in a rich, relevant, stimulating learning environment that caters and builds on personal strengths and interests.
Target 2.1	<p><u>Attitudes to School Survey</u> The following Attitudes to School Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> Stimulating Learning from 53% - 70% Learning Confidence from 67% - 75% Motivation and Interest 69% - 75% School connectedness 79% - 85% Effective Teaching Time 67% - 75% Sense of Inclusion 72% - 80% Teacher concern 58% - 70% <p>-</p> <p><u>Staff Opinion Survey</u> The following Staff Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> Collective responsibility 86.1% Collective focus on student learning 83.3% <p>-</p> <p><u>Parent Opinion Survey</u> The following Parent Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> School Support 86% - 90% Teacher communication 76% - 80% School Improvement 76% - 83% School Connectedness 5.89 to 6.09 82% - 90%

	<ul style="list-style-type: none"> Stimulating learning Environment 80% - 85
Key Improvement Strategy 2.a Evaluating impact on learning	Embed the planning of project-based learning into the learning domains of integrated studies, science and Information Communications Technology (ICT) to ensure challenge in learning sequences and negotiated curriculum.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Ensure that students have a voice in their learning, enabling them to take responsibility for themselves as independent, resilient and confident learners and citizens.
Goal 3	<ul style="list-style-type: none"> To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.
Target 3.1	<p><u>Parent Opinion Survey</u> The following Parent Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> School Support 86% - 90% Parent Participation and Involvement 82% - 88% General satisfaction 6.44 to 6.64 82% - 90% Confidence and resiliency skills - 91% - 95% Managing Bully 79% - 85% School Connectedness 82% - 90% Promoting Positive Behaviour 91% - 95% <p>-</p> <p><u>Attitudes to School Survey</u> The following Attitude to School Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> Sense of Inclusion 72% - 80% School connectedness 79% - 85% Classroom Behaviour 64% - 75% Managing Bully 83% - 88% Teacher Concern 58% - 70%

	<p><u>Staff Opinion Survey</u> The following Staff Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> • Collective Efficacy 72.2% to 77.2% • Parent and Community Involvement 75% to 80% • Teacher Collaboration 96.7% to 97.5% • Collective Responsibility 86.1% to 90
<p>Key Improvement Strategy 3.a Health and wellbeing</p>	<p>Embed an agreed whole school approach to improving social skills, resilience and wellbeing that is regularly timetabled, and includes high expectations for classroom and school behaviour.</p>
<p>Key Improvement Strategy 3.b Setting expectations and promoting inclusion</p>	<p>Further embed and enhance staff understanding and management strategies for dealing with students with difficult behaviours.</p>
<p>Key Improvement Strategy 3.c Parents and carers as partners</p>	<p>Develop a parent engagement strategy that includes regular communication lines, opportunities to build parent / teacher relationships that adds value to student learning.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<ul style="list-style-type: none"> To improve student learning outcomes for every student in literacy and numeracy, with a focus on Writing and Oral Language. 	Yes	<p><u>Teacher Judgements</u></p> <ul style="list-style-type: none"> Over the lifetime of the Strategic Plan Teacher Judgements will reflect 90% of students showing 12 months growth across all levels. <p><u>ODT (On Demand Testing)</u></p> <ul style="list-style-type: none"> By the end of this Strategic Plan ODT results will reflect 90% of students achieving 12 months growth for one year's learning. <p><u>Staff Opinion Survey</u> The following Staff Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> Academic emphasis from 83.3% to 88.0% Guaranteed and viable curriculum from 91.7% to 94.0% <p><u>Attitudes to School Survey</u> The following Attitudes to School Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> Stimulating Learning from 53% - 70% Learning Confidence from 67% - 75% Effective Teaching Time 67% - 75% <p>-</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Teacher Judgements will reflect 90% of students showing 12 months growth in reading.</p> <p>Essential Assessment will reflect 90% of students showing 12 months growth in reading.</p> <p>Staff Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> Academic emphasis 88.0% Guaranteed and viable curriculum 94.0% <p>Attitudes to School Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> Stimulating Learning 86% Learning Confidence 86% Effective Teaching Time 92% <p>Parent Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> Stimulating Learning Environment 85% Effective Teaching 80% High Expectations for success 95%

		<p><u>Parent Opinion Survey</u> The following Parent Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> • Stimulating Learning Environment 80% - 85% • Effective Teaching 74% - 80% • High Expectations for success 91% - 95% 	
<ul style="list-style-type: none"> • To ensure students are supported and engaged in a rich, relevant, stimulating learning environment that caters and builds on personal strengths and interests. 	<p>Yes</p>	<p><u>Attitudes to School Survey</u> The following Attitudes to School Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> • Stimulating Learning from 53% - 70% • Learning Confidence from 67% - 75% • Motivation and Interest 69% - 75% • School connectedness 79% - 85% • Effective Teaching Time 67% - 75% • Sense of Inclusion 72% - 80% • Teacher concern 58% - 70% <p><u>Staff Opinion Survey</u> The following Staff Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> • Collective responsibility 86.1% • Collective focus on student learning 83.3% <p><u>Parent Opinion Survey</u> The following Parent Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> • School Support 86% - 90% • Teacher communication 76% - 80% • School Improvement 76% - 83% 	<p>Attitudes to School Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> • Stimulating Learning 86% • Learning Confidence 86% • Motivation and Interest 89% • School connectedness 94% • Effective Teaching Time 92% • Sense of Inclusion 91% • Teacher concern 89% <p>Staff Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> • Collective responsibility 100% • Collective focus on student learning 98% <p>Parent Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> • School Support 90% • Teacher communication 80% • School Improvement 83% • School Connectedness 90% • Stimulating learning Environment 85%

		<ul style="list-style-type: none"> • School Connectedness 5.89 to 6.09 82% - 90% • Stimulating learning Environment 80% - 85 	
<ul style="list-style-type: none"> • To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students. 	No	<p><u>Parent Opinion Survey</u> The following Parent Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> • School Support 86% - 90% • Parent Participation and Involvement 82% - 88% • General satisfaction 6.44 to 6.64 82% - 90% • Confidence and resiliency skills - 91% - 95% • Managing Bully 79% - 85% • School Connectedness 82% - 90% • Promoting Positive Behaviour 91% - 95% <p>-</p> <p><u>Attitudes to School Survey</u> The following Attitude to School Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> • Sense of Inclusion 72% - 80% • School connectedness 79% - 85% • Classroom Behaviour 64% - 75% • Managing Bully 83% - 88% • Teacher Concern 58% - 70% <p><u>Staff Opinion Survey</u> The following Staff Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> • Collective Efficacy 72.2% to 77.2% • Parent and Community Involvement 75% to 80% • Teacher Collaboration 96.7% to 97.5% 	

		<ul style="list-style-type: none"> • Collective Responsibility 86.1% to 90 	
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Goal 1	<ul style="list-style-type: none"> • To improve student learning outcomes for every student in literacy and numeracy, with a focus on Writing and Oral Language.
12 Month Target 1.1	<p>Teacher Judgements will reflect 90% of students showing 12 months growth in reading.</p> <p>Essential Assessment will reflect 90% of students showing 12 months growth in reading.</p> <p>Staff Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> • Academic emphasis 88.0% • Guaranteed and viable curriculum 94.0% <p>Attitudes to School Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> • Stimulating Learning 86% • Learning Confidence 86% • Effective Teaching Time 92% <p>Parent Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> • Stimulating Learning Environment 85% • Effective Teaching 80% • High Expectations for success 95%
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build quality teacher practice in all levels based on current best practice models through professional learning with a focus on classroom observations, effective feedback and improved use of data to better inform teacher practice.
	Yes

KIS 2 Curriculum planning and assessment	Develop and document an agreed scope and sequence for Literacy and Numeracy that builds a strong and consistent instructional model and incorporates clearly articulated learning intentions and success criteria, and feedback.	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.	Recommendations from the 2018 AIP review indicated that we need to continue in the area of Reading comprehension and building on the work that was undertaken in 2018. We have been accepted in the 2019, Semester 1 intake as a cluster of schools, REBLs. After self assessing ourselves against the HITS continuum of practice, we have identified that we would like to explore Feedback and Metacognition. These are areas that the school and the SEIL has identified as areas requiring focus in 2019.	
Goal 2	<ul style="list-style-type: none"> To ensure students are supported and engaged in a rich, relevant, stimulating learning environment that caters and builds on personal strengths and interests. 	
12 Month Target 2.1	Attitudes to School Survey component scores will have shown growth: <ul style="list-style-type: none"> Stimulating Learning 86% Learning Confidence 86% Motivation and Interest 89% School connectedness 94% Effective Teaching Time 92% Sense of Inclusion 91% Teacher concern 89% Staff Opinion Survey component scores will have shown growth: <ul style="list-style-type: none"> Collective responsibility 100% Collective focus on student learning 98% Parent Opinion Survey component scores will have shown growth: <ul style="list-style-type: none"> School Support 90% Teacher communication 80% School Improvement 83% School Connectedness 90% Stimulating learning Environment 85% 	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Embed the planning of project-based learning into the learning domains of integrated studies, science and Information Communications Technology (ICT) to ensure challenge in learning sequences and negotiated curriculum.	No
KIS 2 Intellectual engagement and self-awareness	Ensure that students have a voice in their learning, enabling them to take responsibility for themselves as independent, resilient and confident learners and citizens.	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.	Recommendations from the 2018 AIP review indicated that we need to continue to promote student agency and voice. After analysing our behaviour data linked to SWPBS we have identified that we need to strengthen and develop student resilience. This is both socially and academically. We will also undertake a school wide approach to growth mindset to further to ensure that they have a empowering perspective on learning. This will help students focus on improvement and see effort as a way to build their abilities. Growth mindset will enable them to see failure as a natural part of the learning process.	

Define Actions, Outcomes and Activities

Goal 1	<ul style="list-style-type: none"> To improve student learning outcomes for every student in literacy and numeracy, with a focus on Writing and Oral Language.
12 Month Target 1.1	<p>Teacher Judgements will reflect 90% of students showing 12 months growth in reading.</p> <p>Essential Assessment will reflect 90% of students showing 12 months growth in reading.</p> <p>Staff Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> Academic emphasis 88.0% Guaranteed and viable curriculum 94.0% <p>Attitudes to School Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> Stimulating Learning 86% Learning Confidence 86% Effective Teaching Time 92% <p>Parent Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> Stimulating Learning Environment 85% Effective Teaching 80% High Expectations for success 95%
KIS 1 Building practice excellence	Build quality teacher practice in all levels based on current best practice models through professional learning with a focus on classroom observations, effective feedback and improved use of data to better inform teacher practice.
Actions	Undertake the PLC initiative in REBL Cluster Build the capacity of Instructional Leaders Embed a Common Instructional Model in reading Develop a collaborative culture to plan and assess reading Continue to implement the school Instructional Model and curriculum in Reading and implement an agreed whole school assessment schedule to monitor student growth using the data wall.

Outcomes	<p>Students will consistent approach in learning of reading and improved understanding of all comprehension strategies.</p> <p>Teachers will see a instructional model used and explicitly teaching all reading comprehension strategies and collaboratively planning for all students in the PLC. Setting smart goals for all students and effectively monitor them. Implemented the agreed goals and strategies of the PLC.</p> <p>Leadership will see a consistent approach of teaching and learning reading through learning walks, teachers collaboratively on a more regular basis and clear documents included shared smart goals. All four see all 4 implemented shared goals in the area of reading.</p>			
Success Indicators	<p>Students will have 12 months growth for 12 months of learning in reading and a growth or maintaining comprehension using Fountas and Pinnell Benchmark assessment.</p> <p>Teachers will have clarity and consistency in their teaching, language and programs in reading. In the maturity matrix move from emerging in all sections of the maturity matrix .</p> <p>Leadership will see a positive shift using the PLC maturity matrix and a shift in the student data in the area of reading.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
For the PLC team to develop the skills capabilities and confidence to understand, lead and support the learning of colleagues to foster a whole school culture change in the teaching and learning of reading.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage in the 8 day training	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Meet weekly as a PLC	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400.00 <input type="checkbox"/> Equity funding will be used

Engage in the Fountas and Pinnell Professional Learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Fountas and Pinnell BAS as common assessment for all students	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Undertake peer and self observations and provide feedback using an agreed template focusing on the consistency in teaching of reading and comprehension and instructional model.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement DIPL based program (including decoding trial)	<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
Readers notebook across the whole school	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	<ul style="list-style-type: none"> To ensure students are supported and engaged in a rich, relevant, stimulating learning environment that caters and builds on personal strengths and interests. 			
12 Month Target 2.1	Attitudes to School Survey component scores will have shown growth: <ul style="list-style-type: none"> Stimulating Learning 86% Learning Confidence 86% Motivation and Interest 89% 			

	<ul style="list-style-type: none"> • School connectedness 94% • Effective Teaching Time 92% • Sense of Inclusion 91% • Teacher concern 89% <p>Staff Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> • Collective responsibility 100% • Collective focus on student learning 98% <p>Parent Opinion Survey component scores will have shown growth:</p> <ul style="list-style-type: none"> • School Support 90% • Teacher communication 80% • School Improvement 83% • School Connectedness 90% • Stimulating learning Environment 85%
KIS 1 Intellectual engagement and self-awareness	Ensure that students have a voice in their learning, enabling them to take responsibility for themselves as independent, resilient and confident learners and citizens.
Actions	<p>Appoint a Well being co-ordinator</p> <p>Build the capacity of staff on growth mindset</p> <p>Undertake professional learning on trauma with regional psychologist</p> <p>Develop and implement daily mind-body brain breaks</p> <p>Develop a Learning Portfolio</p> <p>Develop collaborative learning goals</p>
Outcomes	<p>Students will develop collaborative learning goals, contribute to parent, student, teacher conferences and their learning portfolio.</p> <p>Student will further develop resilience and growth mind set.</p> <p>Teachers will develop and monitor collaborative learning goals. They will build capacity on growth mind set and trauma affected students within the learning environment and communicate at least 3 positive to parents/carers during each school week.</p> <p>Leadership will lead capacity on growth mind set and trauma affected students within the learning environment and have increased positive interactions with students rather than disciplinary actions.</p>

Success Indicators	<p>Students will complete learning goals, collate learning portfolio, documents relating to conferences and less instances of negative behaviour and an increase in growth mindset.</p> <p>Teachers will be surveyed in regards to their capacity in growth mindset and trauma effected students in the learning environment. They will have student records of collaboratively updated student learning goals and have implemented student brain breaks as required. They will also have evidence that three positive per week will be communicated to parents.</p> <p>Leadership will timetable and monitor capacity on growth mind set and trauma affected students within the learning environment. They will have records of increased positive interactions with students rather than disciplinary actions.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Appoint a wellbeing Coordinator	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$72,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Students to develop collaborative learning goals	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Research zones of Self Regulation, co-regulation and trauma	<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
Develop and implement daily mind-body brain breaks	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used

Build staff capacity and implement growth mindset strategies including looking at the work by Carol Dweck and Big Life Journal resources	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to implement - 3 positives a week- brag tags, phone call home, note in diary, entry on Compass	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students to develop a Learning Portfolio	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used
Implement parent, student and teacher conferences - Term 1, 2 and 4	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$72,200.00	\$72,200.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$72,200.00	\$72,200.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Appoint a wellbeing Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$72,200.00	\$72,200.00
Totals			\$72,200.00	\$72,200.00

Additional Equity spend

Outline here any additional Equity spend for 2019	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
Engage in the 8 day training	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Lardner Park
Engage in the Fountas and Pinnell Professional Learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants TBC	<input checked="" type="checkbox"/> On-site