

2019 Annual Implementation Plan

for improving student outcomes

Lake Charm Primary School (2122)

Lake Charm



Primary School

Submitted for review by Jeffrey Millard (School Principal) on 06 December, 2018 at 10:31 AM
Endorsed by Graeme Scoberg (Senior Education Improvement Leader) on 18 December, 2018 at 08:45 AM
Endorsed by Katrina McFarlane (School Council President) on 19 February, 2019 at 12:11 PM

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

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

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

Enter your reflective comments	I am really proud of the achievements of the Top Paddock (small rural schools) in 2018. The group has evolved significantly in 2018. The teachers have formed strong professional and social links, shared efficacy, and are working for improved outcomes across all schools. The Lake Charm students have a high work ethic and have made significant progress throughout the year.
Considerations for 2019	In 2019 I would like to see - the Top Paddock schools participate in more shared student activities eg. video conferencing, school camps, sharing work. - Lake Charm implement a more formal program in Student Welfare. -use ICT to provide greater links with Indonesian schools. -conduct more parent information sessions hosted by students. -implement the Top Paddock Literacy and Numeracy Scope and Sequences (published in October 2018).

Documents that support this plan	
---	--

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>Goal: To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy</p> <p>FISO Priority: Excellence in Teaching and Learning FISO Initiative(s):</p> <ul style="list-style-type: none"> • Building practice excellence • Curriculum planning and assessment • Evidence-based high impact teaching strategies • Evaluating impact on learning
<p>Target 1.1</p>	<ul style="list-style-type: none"> • Student Attitudes to Schooling Survey (SATS) Teaching & Learning variable (Years 4-6) above state average over 4 year average. • Teacher judgement/ On Demand/ NAPLAN/ EOI relative growth in literacy and numeracy. <ul style="list-style-type: none"> • At least 80% of students achieve medium or high growth annually • Students maintain or exceed expected learning gain of one Victorian Curriculum Level each school year.
<p>Key Improvement Strategy 1.a Building practice excellence</p>	<ul style="list-style-type: none"> • Continue to develop and embed effective planning and embed teacher collective efficacy in using high impact, evidence-based strategies.
<p>Key Improvement Strategy 1.b Building practice excellence</p>	<ul style="list-style-type: none"> • Consolidate and embed the consistent approach to teaching Literacy and Numeracy, with effective development of all staff.
<p>Key Improvement Strategy 1.c Building practice excellence</p>	<ul style="list-style-type: none"> • Embed teacher capacity to explicitly teach, assess and moderate writing and spelling.
<p>Key Improvement Strategy 1.d Building practice excellence</p>	<ul style="list-style-type: none"> • Further develop and embed teacher moderation to inform teacher judgements.

Goal 2	<p>To enhance student learning outcomes, engagement and wellbeing through a culture that promotes competence and confidence in engaging with the local and global community.</p> <p>FISO Priority: Community Engagement in Learning FISO Initiative(s):</p> <ul style="list-style-type: none"> • Building communities • Global citizenship • Parents and carers as partners • Networks with school, services and agencies.
Target 2.1	<ul style="list-style-type: none"> • Student Attitudes to Schooling Survey (SATS) above State mean (4 year average) • Parent opinion survey above State mean (4 year average) • All staff have an ICT goal within their PDP. • Demonstrated improvement in student ICT skills. (Student survey/Teacher judgement))
Key Improvement Strategy 2.a Building communities	<ul style="list-style-type: none"> • Develop the capacity of teachers to contribute to student wellbeing.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Goal: To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy</p> <p>FISO Priority: Excellence in Teaching and Learning FISO Initiative(s):</p> <ul style="list-style-type: none"> • Building practice excellence • Curriculum planning and assessment • Evidence-based high impact teaching strategies • Evaluating impact on learning 	Yes	<ul style="list-style-type: none"> • Student Attitudes to Schooling Survey (SATS) Teaching & Learning variable (Years 4-6) above state average over 4 year average. • Teacher judgement/ On Demand/ NAPLAN/ EOI relative growth in literacy and numeracy. <ul style="list-style-type: none"> • At least 80% of students achieve medium or high growth annually • Students maintain or exceed expected learning gain of one Victorian Curriculum Level each school year. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>At least one year's growth in Literacy and Numeracy for one year's teaching; as measured by-</p> <ul style="list-style-type: none"> * On Demand *Teacher judgement (moderated through Top Paddock) *NAPLAN
<p>To enhance student learning outcomes, engagement and wellbeing through a culture that promotes competence and confidence in engaging with the local and global community.</p> <p>FISO Priority: Community Engagement in Learning FISO Initiative(s):</p> <ul style="list-style-type: none"> • Building communities • Global citizenship 	Yes	<ul style="list-style-type: none"> • Student Attitudes to Schooling Survey (SATS) above State mean (4 year average) • Parent opinion survey above State mean (4 year average) • All staff have an ICT goal within their PDP. • Demonstrated improvement in student ICT skills. (Student survey/Teacher judgement)) 	<p>Student Attitudes to Schooling Survey (SATS) above State mean (4 year average)</p> <ul style="list-style-type: none"> •Parent opinion survey above State mean (4 year average) •All staff have an ICT goal within their PDP. •Demonstrated improvement in student ICT skills. (Student survey/Teacher judgement))

<ul style="list-style-type: none"> Parents and carers as partners Networks with school, services and agencies. 			
--	--	--	--

Goal 1	<p>Goal: To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy</p> <p>FISO Priority: Excellence in Teaching and Learning FISO Initiative(s):</p> <ul style="list-style-type: none"> Building practice excellence Curriculum planning and assessment Evidence-based high impact teaching strategies Evaluating impact on learning 	
12 Month Target 1.1	<p>At least one year's growth in Literacy and Numeracy for one year's teaching; as measured by-</p> <ul style="list-style-type: none"> * On Demand *Teacher judgement (moderated through Top Paddock) *NAPLAN 	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Building practice excellence	<ul style="list-style-type: none"> Continue to develop and embed effective planning and embed teacher collective efficacy in using high impact, evidence-based strategies. 	Yes
KIS 2 Building practice excellence	<ul style="list-style-type: none"> Consolidate and embed the consistent approach to teaching Literacy and Numeracy, with effective development of all staff. 	Yes
KIS 3 Building practice excellence	<ul style="list-style-type: none"> Embed teacher capacity to explicitly teach, assess and moderate writing and spelling. 	Yes
KIS 4	<ul style="list-style-type: none"> Further develop and embed teacher moderation to inform teacher judgements. 	Yes

Building practice excellence		
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Lake Charm Primary School sees the success of our students in Literacy and Numeracy to be forefront in what we do. Although our results are consistently pleasing (above state average) we continue to aim for improved quality of Teaching and Learning, and improved student outcomes. Lake Charm Primary embraces our opportunity to work with other small rural schools (Top Paddock) to raise the outcomes for all our students across the cluster. We wish to continue to work with other teachers to identify learning needs, to develop and undertake collective professional development and to implement quality evidence based teaching and learning across our schools. The Top Paddock provides us with the opportunity for teachers to work together collegiately, sharing expertise, enabling consistent judgements, professional conversations and shared efficacy and celebration. Due to our small enrolments we have limited NAPLAN data. Writing and Spelling have been a focus over the last two years, and On Demand, SWST and teacher judgement indicates that improvements have been made over this time. We will continue our focus on these areas. In semester 2 2018, the Top Paddock schools worked together to create a common Scope and Sequence in Literacy and in Numeracy. This will be followed in 2019, and will subsequently provide for greater opportunities for teachers across the schools to organise professional learning, and share expertise and resources.</p>	
Goal 2	<p>To enhance student learning outcomes, engagement and wellbeing through a culture that promotes competence and confidence in engaging with the local and global community.</p> <p>FISO Priority: Community Engagement in Learning FISO Initiative(s):</p> <ul style="list-style-type: none"> • Building communities • Global citizenship • Parents and carers as partners • Networks with school, services and agencies. 	
12 Month Target 2.1	<p>Student Attitudes to Schooling Survey (SATS) above State mean (4 year average)</p> <ul style="list-style-type: none"> •Parent opinion survey above State mean (4 year average) •All staff have an ICT goal within their PDP. •Demonstrated improvement in student ICT skills. (Student survey/Teacher judgement)) 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building communities	<ul style="list-style-type: none"> • Develop the capacity of teachers to contribute to student wellbeing. 	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 Strategic Plan K.I.S. include to

- Build and extend networks with local and global schools, agencies and service providers.
- Improve the capacity of teachers to contribute to student wellbeing.

This KIS is highly related to our work in developing our Top Paddock schools relationship. In 2019 we want to build on the work of previous years, especially in relationship to developing closer links between students across the cluster. With small enrolments, our students often have little opportunity to interact with students of similar age and gender. Hopefully through increased interactions between students through activities such as Top Paddock camp, special days, video conference links etc. we can reduce their isolation and give them greater competence and confidence to interact with other students. Our Top Paddock involvement will continue to enhance our teachers' ability to cater for the engagement and wellbeing of all our students. The appointment of a PLC facilitator, Pivot Survey data to provide greater student voice and help teachers to focus on areas to improve the quality of our instruction, sharing resources and supporting each other, are just some of the many benefits flowing from our work as a Top Paddock small schools cluster, assisting each school to improve the quality of student outcomes, engagement and wellbeing. Lake Charm staff will continue to have the development of ICT skills as a top priority. During semester 2 2018, we have acquired a Promethean interactive board and a Webex unit. Ongoing ICT training will be required to ensure we most effectively use this and other technology to enhance the Teaching and Learning, and Engagement and Wellbeing of our students. During 2018 Lake Charm students interacted regularly with Mount Waverley Primary students in Melbourne, through the Polycom. we also used email to communicate with Indonesian students. During 2019 we need to enhance these links through the use of ICT.

Define Actions, Outcomes and Activities

Goal 1	<p>Goal: To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy</p> <p>FISO Priority: Excellence in Teaching and Learning FISO Initiative(s):</p> <ul style="list-style-type: none"> • Building practice excellence • Curriculum planning and assessment • Evidence-based high impact teaching strategies • Evaluating impact on learning
12 Month Target 1.1	<p>At least one year's growth in Literacy and Numeracy for one year's teaching; as measured by-</p> <ul style="list-style-type: none"> * On Demand *Teacher judgement (moderated through Top Paddock) *NAPLAN
KIS 1 Building practice excellence	<ul style="list-style-type: none"> • Continue to develop and embed effective planning and embed teacher collective efficacy in using high impact, evidence-based strategies.
Actions	<ul style="list-style-type: none"> • Develop a consistent approach to Teaching and Learning across the Top Paddock Schools • Refine the PLC Inquiry Process • Develop teacher capacity through shared Professional Learning, including joint video conferencing
Outcomes	<p>Students, teachers and staff will embrace the realisation that we are part of a larger learning community (the Top Paddock). Teachers will meet regularly with other Top Paddock teachers several times a term. Teachers will plan and share resources and expertise across the Top Paddock. Teachers will work positively with Kaitlyn, our PLC facilitator, to improve the quality of instruction in each classroom, including reflection on one's own teaching. Teachers will participate in observations and provide feedback using shared protocol/template. Teacehrs will gather work samples and participate in moderation. Teachers will participate in shared professional learning eg.HITS, Literacy/Numeracy.</p>

	<p>Teachers will plan for, and provide a differentiated curriculum. Teachers will use comprehensive data collection to identify each student's learning needs. Teachers will reflect this work in their PDPs. Students will provide regular feedback to teachers on their own learning and on teacher instruction. Students will be aware of and able to share with others their individual learning needs. Parents, teachers and students will recognise and celebrate individual student and school (general) success. Teachers will implement Essential Assessment in Numeracy, and will investigate and possibly introduce Essential Assessment in Literacy. Leadership will lead/ensure a reflective process is conducted throughout Leadership will provide resources, feedback and support through observations; and through the PDP process</p>			
Success Indicators	<p>The success of this KIS will be evident by the work of the Top Paddock group. Regular meetings, shared professional development, PLC work, shared resources etc. Formal and informal Lake Charm teacher, parent and student feedback, as well as feedback from our S.E.I.L., E.I.L., PLC facilitator and other T.P. teachers will be sought. On Demand Reading, Word Building, Number and Algebra, Measurement and Geometry, and Statistics and Probability to show at least one year's growth for one year's instruction. Student self written term goals. School newsletters. Work programs. Assessment data and data walls.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Attend regular(monthly) PLC meetings. Attend regular (monthly) Top Paddock meetings. Implement Scope and Sequence for Literacy and Numeracy. Follow assessment schedule. Continue implementation of Essential Assessment in Numeracy. Investigate and possibly introduce Essential Assessment in Literacy.</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
KIS 2 Building practice excellence	<ul style="list-style-type: none"> Consolidate and embed the consistent approach to teaching Literacy and Numeracy, with effective development of all staff. 			
Actions	<ul style="list-style-type: none"> Develop a consistent approach to Teaching and Learning across the Top Paddock Schools 			

	<ul style="list-style-type: none"> • Refine the PLC Inquiry Process • Develop teacher capacity through shared Professional Learning, including joint video conferencing
<p>Outcomes</p>	<p>Teachers will meet regularly with other Top Paddock teachers several times a term. Teachers will plan and share resources and expertise across the Top Paddock. Teachers will gather work samples and participate in moderation. Teachers will participate in shared professional learning-Hits, Literacy, Numeracy etc. Teachers will work positively with Kaitlyn, our PLC facilitator, to improve the quality of instruction in each classroom, including reflection on one's own teaching. Teachers will participate in observations and provide feedback using shared protocol/template Teachers will plan for, and provide a differentiated curriculum. Teachers will use comprehensive data collection to identify each student's learning needs. Teachers will reflect this work in their PDP goals. Students, teachers and staff will embrace the realisation that we are part of a larger learning community (the Top Paddock). Students will provide regular feedback to teachers on their own learning and on teacher instruction. Students will be aware of and able to share with others their individual learning needs. Students, teachers and parents will recognise and celebrate individual student and school (general) success. Teachers will implement Essential Assessment in Numeracy, and will investigate and possibly introduce Essential Assessment in Literacy.? Leadership will lead/ensure a reflective process is conducted throughout Leadership will provide resources, feedback and support through observations; and through the PDP process</p>
<p>Success Indicators</p>	<p>The success of this KIS will be evident by the work of the Top Paddock group. Regular meetings, shared professional development, PLC work, shared resources etc. Formal and informal Lake Charm teacher and student feedback, as well as feedback from our S.E.I.L., E.I.L., PLC facilitator and other T.P. teachers will be sought. Specifically, another success criteria is the conducting of a range of student focused activities, where students interact together across the Top Paddock, eg Special cluster days and video conference links. Lake Charm planning and instruction to be driven by the Top Paddock Scope and Sequence for Literacy and Numeracy. On Demand Reading, Word Building, Number and Algebra, Measurement and Geometry, and Statistics and Probability to show at</p>

	least one year's growth for one year's instruction. Student self written term goals. School newsletters. Work programs. Assessment data and data walls.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Attend regular(monthly) PLC meetings. Attend regular (monthly) Top Paddock meetings. Implement Scope and Sequence for Literacy and Numeracy. Follow assessment schedule. Continue implementation of Essential Assessment in Numeracy. Investigate and possibly introduce Essential Assessment in Literacy.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	<ul style="list-style-type: none"> Embed teacher capacity to explicitly teach, assess and moderate writing and spelling. 			
Actions	<ul style="list-style-type: none"> Develop a consistent approach to Teaching and Learning Writing and Spelling across the Top Paddock Schools Refine the PLC Inquiry Process Develop teacher capacity through shared Professional Learning, including joint video conferencing 			
Outcomes	<p>Teachers will continue the work of Lake Charm Primary both as an individual school and as a member of the Top Paddock cluster , to improve the quality of Teaching and Learning in Writing and Spelling.</p> <p>Teachers will use a common Top Paddock Scope and Sequence to enable all T.P. teachers to more effectively plan and share relevant professional development, and sharing of expertise and resources, especially in Literacy and Numeracy.</p> <p>Teachers will participate productively in T.P. writing moderation sessions.</p> <p>Teachers will participate in shared professional learning- HITS, Writing, Spelling etc.</p> <p>Teachers will identify the specific learning needs of each student and will provide quality pedagogy to ensure the growth of each student in Writing.</p> <p>Teachers will regularly use assessment to ascertain individual learning needs in Spelling and Writing, and will provide quality pedagogy to ensure the growth of each student in Spelling and Writing.</p> <p>Teacehrs will reflect this work in their PDP goals.</p> <p>Students will share their Writing with other students, with parents and the wider community.</p> <p>Students will give each other feedback on their writing, and make positive suggestions for peer improvement.</p>			

	<p>Students and teachers will be more confident in verbalising what the components of quality writing are, and will be more able to assess their own or others writing.</p> <p>Students will be aware of their own specific strengths and weaknesses in Spelling and Writing, and will be able to verbalise them to teachers and parents.</p> <p>Leadership will lead/ensure a reflective process is conducted throughout</p> <p>Leadership will provide resources, feedback and support through observations; and through the PDP process</p>			
Success Indicators	<p>Data collected each term using NAPLAN marking guide for Writing, and SWST and On Demand Word Building tests. Teacher and student feedback. Survey, Newsletters. Data wall. Work programs. Top Paddock meeting agendas.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Use a common Top Paddock Scope and Sequence in Literacy and Numeracy, Conduct whole T.P. writing moderation sessions. Participate in T.P. PLCs in Literacy and Numeracy.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 4 Building practice excellence	<ul style="list-style-type: none"> Further develop and embed teacher moderation to inform teacher judgements. 			
Actions	<ul style="list-style-type: none"> Develop a consistent approach to Teaching and Learning across the Top Paddock Schools Refine the PLC Inquiry Process Develop teacher capacity through shared Professional Learning, including joint video conferencing 			
Outcomes	<p>Teachers will actively plan together across the Top Paddock.</p> <p>Teachers will actively participate in Top Paddock. PLC Inquiries and general professional development.</p> <p>Teachers will use the Top Paddock Scope and Sequence in Literacy and Numeracy to guide their planning and Teaching and Learning in their classrooms.</p> <p>Teachers will identify the specific learning needs of each student and will provide quality pedagogy to ensure the growth of each student in Writing.</p>			

	<p>Teachers will regularly use assessment to ascertain individual learning needs in Literacy and Numeracy, and will provide quality pedagogy to ensure the growth of each student in Literacy and Numeracy. Teachers will reflect this work in their PDP goals. Teachers will participate in observations and provide feedback using shared protocol/template. Students and teachers across the Top Paddock will share and moderate their students' work across the Top Paddock, and participate productively in T.P. writing moderation sessions and professional development. Students will share their Writing with other students, with parents and the wider community. Students and teachers will be more confident in verbalising what the components of quality writing are, and will be more able to assess their own or others writing. Students will be aware of their own specific strengths and weaknesses in Literacy and Numeracy, and will be able to verbalise them to teachers and parents.</p> <p>Leadership will lead/ensure a reflective process is conducted throughout Leadership will provide resources, feedback and support through observations; and through the PDP process</p>			
Success Indicators	<p>Data collected each term using assessments such as NAPLAN marking guide for Writing, and Single Word Spelling Test, and On Demand tests (Word Building, Reading, Number and Algebra, Measurement and Geometry, and Statistics and Probability. Teacher and student feedback. Survey, Newsletters. Data wall. Work programs. Top Paddock meeting agendas. Teacher feedback. Attendance at moderation sessions (physical sessions or video conference sessions).</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Use a common Top Paddock Scope and Sequence in Literacy and Numeracy, Conduct whole T.P. writing moderation sessions. Participate in T.P. PLCs in Literacy and Numeracy.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	<p>To enhance student learning outcomes, engagement and wellbeing through a culture that promotes competence and confidence in engaging with the local and global community.</p> <p>FISO Priority: Community Engagement in Learning FISO Initiative(s):</p> <ul style="list-style-type: none"> Building communities 			

	<ul style="list-style-type: none"> • Global citizenship • Parents and carers as partners • Networks with school, services and agencies.
12 Month Target 2.1	<p>Student Attitudes to Schooling Survey (SATS) above State mean (4 year average)</p> <ul style="list-style-type: none"> •Parent opinion survey above State mean (4 year average) •All staff have an ICT goal within their PDP. •Demonstrated improvement in student ICT skills. (Student survey/Teacher judgement))
KIS 1 Building communities	<ul style="list-style-type: none"> • Develop the capacity of teachers to contribute to student wellbeing.
Actions	<p>Develop teacher capacity and understanding to analyse and use student data to plan and cater for student welfare needs. Develop teacher knowledge and capacity to plan for and implement a student welfare program.</p>
Outcomes	<p>Teachers will work with the Top Paddock to identify student welfare and engagement issues, and how to collectively improve welfare outcomes eg. through Pivot survey. Teachers will investigate other schools' Welfare Programs and will implement a Lake Charm Wellbeing Program. Teachers will regularly use IT eg Webex, to enable students to interact with students from other schools. Students and teachers will regularly interact with other schools on special days, including activities with other Top Paddock schools each term eg. video-conferences, sharing of work, special T.P. days. Students will become more aware of each others strengths, weaknesses, and differences, and more respectful of others' individual differences. Students will be more able to verbalise ways of improving wellbeing for themselves and for others. Students and teachers will become more aware of disadvantaged members of society and can actively take part in programs such as outreach work eg. kits for the homeless, books for P.N.G. etc. Leadership will lead/ensure a reflective process is conducted throughout Leadership will provide resources, feedback and support through observations; and through the PDP process.</p>
Success Indicators	<p>Student and teacher feedback. Across school implementation of a Wellbeing program. Work programs. Newsletters.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Links with Top Paddock, Melbourne and overseas students extended through the use of ICT. Participate in shared Top Paddock cluster days and video conference linkups. Investigate and implement a wellbeing program.</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,500.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$3,500.00	\$2,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$3,500.00	\$2,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Attend regular(monthly) PLC meetings. Attend regular (monthly) Top Paddock meetings. Implement Scope and Sequence for Literacy and Numeracy. Follow assessment schedule. Continue implementation of Essential Assessment in Numeracy. Investigate and possibly introduce Essential Assessment in Literacy.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$500.00
Use a common Top Paddock Scope and Sequence in Literacy and Numeracy, Conduct whole T.P. writing moderation sessions. Participate in T.P. PLCs in Literacy and Numeracy.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$1,000.00	\$500.00
Links with Top Paddock, Melbourne and overseas students extended through the use of ICT. Participate in shared Top Paddock cluster days and video conference linkups. Investigate and implement a wellbeing program.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$1,500.00	\$1,000.00

		<input checked="" type="checkbox"/> Other Transport		
Totals			\$3,500.00	\$2,000.00

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
Attend regular(monthly) PLC meetings. Attend regular (monthly) Top Paddock meetings. Implement Scope and Sequence for Literacy and Numeracy. Follow assessment schedule. Continue implementation of Essential Assessment in Numeracy. Investigate and possibly introduce Essential Assessment in Literacy.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Attend regular(monthly) PLC meetings. Attend regular (monthly) Top Paddock meetings. Implement Scope and Sequence for Literacy and Numeracy. Follow assessment schedule. Continue implementation of Essential Assessment in Numeracy. Investigate and possibly introduce Essential Assessment in Literacy.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Use a common Top Paddock Scope and Sequence in Literacy and Numeracy, Conduct whole T.P. writing moderation sessions. Participate in T.P. PLCs in Literacy and Numeracy.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Use a common Top Paddock Scope and Sequence in Literacy and Numeracy, Conduct whole T.P. writing moderation sessions. Participate in T.P. PLCs in Literacy and Numeracy.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Links with Top Paddock, Melbourne and overseas students extended through the use of ICT. Participate in shared Top Paddock cluster days and video conference linkups. Investigate and implement a wellbeing program.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site