

# 2021 Annual Implementation Plan

## for improving student outcomes

Diamond Creek Primary School (1003)



Submitted for review by Helen Micallef (School Principal) on 10 February, 2021 at 08:37 PM  
Endorsed by Clare Read (Senior Education Improvement Leader) on 11 February, 2021 at 05:08 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2021

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
<b>Professional leadership</b>	Building leadership teams	Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Excelling

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

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

<b>Enter your reflective comments</b>	<p>Despite the challenges of education within a world pandemic, we are very proud of the achievements, and the advancements made in our student outcomes throughout the year.</p> <p>It would seem our Reading had held admirable progress, as apart from the differentiated learning experiences prepared by the teachers, the children were provided with lots of reading practice at home. This seemed to be a safe 'fall back' during the Distanced Home Learning experiences – something secure and familiar for the students, something to administer at home and something that families could experience together. Whilst our regular reading interventions for students in need will continue (Learning Enhancement Program) our increased intervention for 2021 will focus on Mathematics and Writing, in the catch-up and extension work provided by intervention strategies including the Tutor Learning Initiative Program. The priority will be Mathematics, based on the data to hand, and the Writing focus will depend on the volume of student need when final data analysis is completed in early term 1, 2021.</p> <p>We maintained our specialists classes, right throughout the year and this provided an active and creative, and in some ways a therapeutic outlet, for our students which supported their well-being.</p>
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	<p>Our onsite provision was effective, and well-staffed by a large bank (almost full complement) of our regular teachers and teacher aides, which ensured continuity of learning for the students in attendance.</p> <p>Staff reflection after the various periods of Distance Home Learning was that they saw the effect and greater value in the increased communications with families, and they also saw the benefits in using digital technologies in different ways – these will be elements we will strive to maintain as we continue to transition back to more typical onsite provision in 2021.</p>
<p><b>Considerations for 2021</b></p>	<p>Directions for 2021 are set in response to system priorities that have emerged in response to challenges posed by 2020 world pandemic, and the effect this has had on education in general, and on the students DCPS specifically.</p> <p>The 2021 Diamond Creek Primary School Annual Implementation Plan responds to adjustments made by DET to the 2021 AIP planning process. The goals for DCPS in 2021 reflect the common set of core priorities determined by DET as being most important. The priorities are - 1. Learning catch-up and extension, 2. Happy, active and healthy kids, and 3. Connected schools.</p> <p>In relation to these three priorities, our data and practices reveal evident focal points:</p> <p>1. LEARNING CATCH-UP AND EXTENSION:</p> <ul style="list-style-type: none"> <li>o During 2020, data shows students' standard in reading maintained and increased. However data indicated a need to focus on some areas of Mathematics and Writing specifically.</li> <li>o Target setting for 2021 will use alternative methods and data sources, as those regularly used were not reliable or accessible this year in 2020.</li> </ul> <p>2. HEALTH, HAPPY AND ACTIVE KIDS:</p> <ul style="list-style-type: none"> <li>o DCPS is already developing strong Student Well-being processes. We will channel continued enhancements through the DC G.E.Ms (wellbeing) program and Well-being PLT.</li> <li>o Our well-developed specialist programs will allow students to re-connect with creativity and physical activity. The specialist areas are often areas where particular students shine as they may in no other area of the curriculum, so re-connection for these students will be uplifting.</li> </ul> <p>3. CONNECTED SCHOOLS:</p> <ul style="list-style-type: none"> <li>o Connections will focus on Community of Practice (CoP) involvements – as lead School of Respectful Relationships CoP, and as member of Moderation (assessment) CoP.</li> <li>o We will also focus on maintaining the more frequent and meaningful communications and contacts with our families that were augmented during the Distanced Home Learning experiences, focusing primarily on the students involved in the</li> </ul>

	Tutor Learning Initiative Program.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	Improve student outcomes in writing
<b>Target 2.1</b>	By 2022 improve writing levels 'Above Benchmark' in NAPLAN Benchmark Growth from 20% to 25%
<b>Target 2.2</b>	By 2022 improve levels of teacher judgement of students writing above level from 18% to 30%
<b>Target 2.3</b>	By 2022 improve Staff Survey percentage of positive responses for Teacher Collaboration from 67% to 90%

<b>Target 2.4</b>	By 2022 improve Staff Survey percentage of positive responses for Academic Emphasis from 81% to 90%
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Build capacity of teachers to use data to effectively plan curriculum to target student learning in writing at point of need.
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Build culture of team collaboration in planning and writing moderation practices.
<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Build teacher capacity in their knowledge and understanding of the key elements of the writing process
<b>Goal 3</b>	Improve student outcomes in mathematics
<b>Target 3.1</b>	By 2022 improve numeracy levels 'Above Benchmark' in NAPLAN Benchmark Growth from 30% to 35%
<b>Target 3.2</b>	By 2022 improve levels of teacher judgement of students numeracy above level from 24% to 30%
<b>Target 3.3</b>	By 2022 improve Staff Survey percentage of positive responses for Teacher Collaboration from 67% to 90%

<b>Target 3.4</b>	By 2022 improve Staff Survey percentage of positive responses for Academic Emphasis from 81% to 90%
<b>Key Improvement Strategy 3.a</b> Evaluating impact on learning	Build capacity of teachers to use data to effectively plan curriculum to target student learning in mathematics at point of need
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Build culture of team collaboration in planning and moderation practices
<b>Key Improvement Strategy 3.c</b> Building practice excellence	Build teacher capacity in their knowledge and understanding of the key domains of mathematics
<b>Goal 4</b>	Improve levels of student voice and agency in learning
<b>Target 4.1</b>	By 2022 AtoSS results for positive endorsement of Student Voice and Agency will increase from 85% to 95%
<b>Target 4.2</b>	By 2022 AtoSS results for positive endorsement of Sense of Connectedness will increase from 88% to 95%
<b>Target 4.3</b>	By 2022 AtoSS results for positive endorsement of Motivation and Interest will increase from 89% to 95%
<b>Target 4.4</b>	By 2022 Parent Opinion Survey results for positive endorsement of Student Voice and Agency will increase from 69% to 85%

<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	Build staff, parent and student knowledge and understanding of the definition and impact of student voice and agency in learning
<b>Key Improvement Strategy 4.b</b> Intellectual engagement and self-awareness	Develop processes from F to 6 to build opportunities for students to exercise student agency in their learning

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Priority 1 - Learning Catch Up and Extension</p> <ul style="list-style-type: none"> <li>• In 2021, the percentage of students making high growth from term 1 to term 4, determined by scale score in the PAT Mathematics assessment will be 25% or greater.</li> <li>• In 2021, Teacher Judgments (Victorian Curriculum Standards) in Mathematics (Number and Algebra) will show at least 28% percent of students achieving above level from term 1 to term 4.</li> <li>• In 2021, Teacher Judgments (Victorian Curriculum Standards) in English (Writing) will show at least 25% percent of students achieving above level from term 1 to term 4.</li> </ul> <p>Priority 2 - Happy, Active and Healthy Kids</p> <ul style="list-style-type: none"> <li>• In 2021, the Levels of Student Attendance will show less than 28% of students, with 20 or more absence days.</li> <li>• In 2021, PAT- Social-Emotional Well-being Survey data will show growth in percentages represented in the Highly</li> </ul>

			<p>Developed and Very Highly Developed levels of Overall Social-Emotional Well-being to be at least 50%.</p> <p>Priority 3 - Connected Schools</p> <ul style="list-style-type: none"> <li>• In 2021, the Levels of Student Attendance will show less than 28% of students, with 20 or more absence days.</li> <li>• In 2021, PAT- Social-Emotional Well-being Survey data will show growth in positive student response percentages, to at least an overall average of 90% using the elements for the survey that refer to connection.</li> </ul>
Improve student outcomes in writing	No	By 2022 improve writing levels 'Above Benchmark' in NAPLAN Benchmark Growth from 20% to 25%	
		By 2022 improve levels of teacher judgement of students writing above level from 18% to 30%	
		By 2022 improve Staff Survey percentage of positive responses for Teacher Collaboration from 67% to 90%	

		By 2022 improve Staff Survey percentage of positive responses for Academic Emphasis from 81% to 90%	
Improve student outcomes in mathematics	No	By 2022 improve numeracy levels 'Above Benchmark' in NAPLAN Benchmark Growth from 30% to 35%	
		By 2022 improve levels of teacher judgement of students numeracy above level from 24% to 30%	
		By 2022 improve Staff Survey percentage of positive responses for Teacher Collaboration from 67% to 90%	
		By 2022 improve Staff Survey percentage of positive responses for Academic Emphasis from 81% to 90%	
Improve levels of student voice and agency in learning	No	By 2022 AtoSS results for positive endorsement of Student Voice and Agency will increase from 85% to 95%	
		By 2022 AtoSS results for positive endorsement of Sense of Connectedness will increase from 88% to 95%	

		By 2022 AtoSS results for positive endorsement of Motivation and Interest will increase from 89% to 95%	
		By 2022 Parent Opinion Survey results for positive endorsement of Student Voice and Agency will increase from 69% to 85%	

Goal 1	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Priority 1 - Learning Catch Up and Extension</p> <ul style="list-style-type: none"> <li>• In 2021, the percentage of students making high growth from term 1 to term 4, determined by scale score in the PAT Mathematics assessment will be 25% or greater.</li> <li>• In 2021, Teacher Judgments (Victorian Curriculum Standards) in Mathematics (Number and Algebra) will show at least 28% percent of students achieving above level from term 1 to term 4.</li> <li>• In 2021, Teacher Judgments (Victorian Curriculum Standards) in English (Writing) will show at least 25% percent of students achieving above level from term 1 to term 4.</li> </ul> <p>Priority 2 - Happy, Active and Healthy Kids</p> <ul style="list-style-type: none"> <li>• In 2021, the Levels of Student Attendance will show less than 28% of students, with 20 or more absence days.</li> <li>• In 2021, PAT- Social-Emotional Well-being Survey data will show growth in percentages represented in the Highly Developed and Very Highly Developed levels of Overall Social-Emotional Well-being to be at least 50%.</li> </ul> <p>Priority 3 - Connected Schools</p> <ul style="list-style-type: none"> <li>• In 2021, the Levels of Student Attendance will show less than 28% of students, with 20 or more absence days.</li> <li>• In 2021, PAT- Social-Emotional Well-being Survey data will show growth in positive student response percentages, to at least an overall average of 90% using the elements for the survey that refer to connection.</li> </ul>

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

# Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p>2021 Priorities Goal</p>
<p><b>12 Month Target 1.1</b></p>	<p>Priority 1 - Learning Catch Up and Extension</p> <ul style="list-style-type: none"> <li>In 2021, the percentage of students making high growth from term 1 to term 4, determined by scale score in the PAT Mathematics assessment will be 25% or greater.</li> <li>In 2021, Teacher Judgments (Victorian Curriculum Standards) in Mathematics (Number and Algebra) will show at least 28% percent of students achieving above level from term 1 to term 4.</li> <li>In 2021, Teacher Judgments (Victorian Curriculum Standards) in English (Writing) will show at least 25% percent of students achieving above level from term 1 to term 4.</li> </ul> <p>Priority 2 - Happy, Active and Healthy Kids</p> <ul style="list-style-type: none"> <li>In 2021, the Levels of Student Attendance will show less than 28% of students, with 20 or more absence days.</li> <li>In 2021, PAT- Social-Emotional Well-being Survey data will show growth in percentages represented in the Highly Developed and Very Highly Developed levels of Overall Social-Emotional Well-being to be at least 50%.</li> </ul> <p>Priority 3 - Connected Schools</p> <ul style="list-style-type: none"> <li>In 2021, the Levels of Student Attendance will show less than 28% of students, with 20 or more absence days.</li> <li>In 2021, PAT- Social-Emotional Well-being Survey data will show growth in positive student response percentages, to at least an overall average of 90% using the elements for the survey that refer to connection.</li> </ul>
<p><b>KIS 1</b> Curriculum planning and assessment</p>	<p>Learning, catch-up and extension priority</p>
<p><b>Actions</b></p>	<p>Diamond Creek Primary School has chosen to continue our commitment from 2020, to deepen the quality and consistency of our practice. This year DCPS has selected this KIS and action in response to the need exposed in student achievement data, after the COVID-19 effect on student learning. Mathematics and to a lesser extent Writing, were shown to be the areas of greatest need for learning catch-up and / or extension. The actions are therefore:</p> <ul style="list-style-type: none"> <li>* Teachers further develop data literacy, to inform their understanding of student needs and progress, and to identify students requiring additional support and extension.</li> <li>* Develop staff capability to use data (including data walls) to inform targeted planning in Mathematics and Writing through a PLC approach.</li> </ul>

<b>Outcomes</b>	<p>The following outcomes are expected:</p> <ul style="list-style-type: none"> <li>• Leaders and teachers will create and regularly update data walls, and use the data walls to tag and identify student progress and to provide regular feedback and monitoring of student progress.</li> <li>• Leaders and teachers will demonstrate a greater understanding of differentiation, by adopting strategies and using data to cater for individual students through PLC/PLT process, peer observation program and mentoring and coaching programs.</li> <li>• Teachers will identify students in need of targeted academic support or intervention or extension, which they will provide at the classroom level, and in the Learning Enhancement Program (Reading and Writing) and the Tutor Learning Initiative Program (Mathematics - and possibly Writing based on additional term 1 2020 data)</li> <li>• Students will use two-way feedback to build self-awareness and meta-cognitive skills to understand their learning needs, how lessons are structured and how this supports their learning, from this they will know what their next steps are to progress their learning.</li> </ul>			
<b>Success Indicators</b>	<p>Success Indicators may include:</p> <ul style="list-style-type: none"> <li>• Student Achievement Data shows improved whole school student learning outcomes in Mathematics and Writing specifically– this will include teacher judgement against the Vic Curriculum Standards in Mathematics and Writing and PAT Mathematics.</li> <li>• Teachers input data to data walls; data walls clearly indicate student progress across all levels of the school.</li> <li>• Documentation from teacher moderation of assessments with colleagues, determining consistent and specific actions and methods for the next phases of student learning.</li> <li>• Data used to identify students for tailored classroom supports, participation in the Learning Enhancement Program (Reading and Writing intervention) and inclusion in the Tutor Learning Initiative Program (Mathematics and possibly Writing catch-up and extension), and used to provide evidence of learning progress in these programs.</li> <li>• Data from classroom peer observations and learning walks demonstrates teacher up-take of strategies from professional learning sessions, and from PLC inquiry process.</li> <li>• Evidence of students learning at different levels - teacher planning and reflection documents, and samples of student work.</li> <li>• Students providing feedback to teachers on their learning progress and negotiating future learning goals with them, with growing independence.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Schedule and plan professional learning on formative assessment and methods of collecting, analysing, responding to and monitoring data throughout the year including use of data walls.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Refine processes/structures for collecting and monitoring school-wide data, including use of data walls and for regular moderation of assessment tasks.	<input checked="" type="checkbox"/> School Leadership Team <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
Use data to form the basis for inquiry within the PLC process, thus promoting more informed and effective planning and subsequent learning and teaching practices.	<input checked="" type="checkbox"/> School Leadership Team <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
Establish a targeted support program for students, in the form of a small group Tutor Learning Initiative Program (TLI). TLI Program structure and intent is devised using the FISO Improvement Cycle - including student eligibility criteria for program entry and exit, teaching approach, relevant curriculum focus to meet point of need, assignment of 'best fit' staff as tutors, timetabling.	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	Diamond Creek Primary School has chosen to continue our commitment from 2020, to deepen the quality and consistency of our practice. This year DCPS has selected this KIS and action in response to the effect of the COVID-19 on student well-being. The action is therefore:  Refine whole school approach to social-emotional learning, belonging and engagement through the further development of the school's locally developed Wellbeing / Social and Emotional Literacy program - 'D.C. GEMs Program'.			
<b>Outcomes</b>	The following outcomes are expected: <ul style="list-style-type: none"> <li>• Leaders and teachers will integrate a focus within 'D.C. GEMs Program' on student self-awareness, self-management, problem solving and social skills.</li> <li>• Leaders and teachers will continue to integrate social-emotional learning into school practice, policies and programs, and to socialise this with the broader school community.</li> <li>• Teachers will conduct daily check-ins in various ways to ensure all students know there is someone who cares about them and who will support them.</li> </ul>			

	<ul style="list-style-type: none"> <li>All students will re-engage in 'creativity' to assist with well-being; in all forms of the arts, including music, dance, drama and visual arts, and re-engage in 'physical activity' in Physical Education sessions and Performing Arts sessions.</li> <li>Students and families will be connected to school, and at-risk students will be identified and receive targeted support in a timely manner.</li> </ul>			
<b>Success Indicators</b>	<p>Success Indicators may include:</p> <ul style="list-style-type: none"> <li>Curriculum documentation reflecting social and emotional learning in planners – year and term and DC G.E.M.s planners specifically.</li> <li>Enhancements to classroom practices, program success and tracking individual students, are evident in classroom and peer observations.</li> <li>Students will have strong relationships with school staff and peers, and will feel supported and engaged in their classes and contribute to a strong classroom culture as evidenced in relevant student surveys.</li> <li>Students will identify personal strengths and reflect on feelings and behaviours, and will work with teachers and parents/carers to compose personal goals for forward growth in these areas.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Leaders and teachers collect, analyse, monitor and respond to student engagement data - PAT Social-Emotional Well-being Survey: Primary and use this to continually grow the elements and the effectiveness of the D.C.GEMs program.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00  <input type="checkbox"/> Equity funding will be used
Leaders and teachers will embed routines and prioritise time in classes to grow social/emotional literacy.	<input checked="" type="checkbox"/> School Improvement Team <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
Plan for, and schedule professional learning re various elements relating to student well-being and safety, including using data to analyse, monitor and respond to student engagement levels.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used

Develop curriculum resources which reflect well-being and social-emotional learning focus.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Establish a school-based case management approach to identifying and managing the needs of 'at-risk' students.	<input checked="" type="checkbox"/> School Leadership Team <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
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	<p>Diamond Creek Primary School has chosen to continue our commitment from 2020, to deepen the quality and consistency of our practice. This year DCPS has selected this KIS and actions in response to the effect of the COVID-19 on school connections. There will be a dual stream of action, one relating to the schools connection with other schools and professionals, and the second relating to relationships and connections within the school community.</p> <p>The two actions are therefore:</p> <ul style="list-style-type: none"> <li>• Strengthen engagement in regional and network Communities of Practice.</li> <li>• Build strong relationships and establish rapport with parents/carers and students involved in the Tutor Learning Initiative Program.</li> </ul>			
<b>Outcomes</b>	<p>The following outcomes are expected in relation to the Communities of Practice action:</p> <ul style="list-style-type: none"> <li>• DCPS will successfully lead the Resilience, Rights and Respectful Relationships (RRRR) CoP Hub; leading and mentoring partner schools to set goals and establish practices which encourage healthy relationships and thereby strengthen, promote and model respectful, positive attitudes and behaviours for all student cohorts in each of the schools involved in the Respectful Relationships CoP.</li> <li>• DCPS will actively participate in the Moderation (assessment) CoP; collaboratively working to build agreement around what the achievement of standards looks like, thus supporting consistency of teacher judgements and alignment with the Victorian Curriculum Standards within and across all levels of the school through moderation practices.</li> </ul> <p>The following outcomes are expected in relation to the relationships and connections within the school community action:</p>			

	<ul style="list-style-type: none"> <li>• Students are set up for, and experience greater learning success- students in the TLI program have learned self-confidence, self-esteem, motivation and learning success.</li> <li>• Tutor Learning Initiative Program tutors and classroom teachers have collaborated frequently, resulting in relevant and targeted teaching to the student in the Tutor Learning Initiative Program.</li> <li>• Teachers and students involved in the Tutor Learning Initiative program, and their parents/carers, will have strong relationships based on shared understandings of the learning goals and progress of each student.</li> <li>• Students will feel connected and have positive attitudes to attendance.</li> </ul>			
<b>Success Indicators</b>	<p>Success Indicators in relation to the Communities of Practice may include:</p> <ul style="list-style-type: none"> <li>• Increased collaboration and collective efficacy with other schools through involvement in the RRRR and Moderation Communities of Practice.</li> <li>• Enhancements to policies, programs and practices will reflect learnings from CoP involvement, in the areas of student well-being and assessment.</li> </ul> <p>Success Indicators concerning the relationships and connections within the school community may include:</p> <ul style="list-style-type: none"> <li>• Increased student learning outcomes and learning confidence through the Tutor Learning Initiative Program.</li> <li>• Favourable whole school surveys (Parent Survey, Staff Survey, Attitude to School Survey, and PAT Social-Emotional Well-being Survey) in relation to collaboration, sense of inclusion and connectedness.</li> <li>• Frequency of communication with students and their parents/carers at the outset of the Tutor Learning Initiative, and throughout the tutoring period, and documented evidence of meetings to discuss student learning goals and progress.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
(Communities of Practice) Fulfill all responsibilities as Resilience, Rights and Respectful Relationships CoP as Lead School, including collaboration at Regional level. This may include organising and participating in Professional Learning sessions and offering support to member schools as required. Further development of an action plan for the embedding of the RRRR approach at DCPS.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
(Communities of Practice) Productive participation as member school of the Moderation CoP (Understanding and Exploring the Moderation of Assessment) and establishing goals, then working collaboratively with other schools	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

to achieve set goals. Develop an action plan with agreed outcomes from participation the Moderation CoP.				<input type="checkbox"/> Equity funding will be used
(Relationships and Connections within the School Community) Tutor Learning Initiative Program structure and intent is devised through a collaborative process including leaders and teachers.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,200.00  <input type="checkbox"/> Equity funding will be used
(Relationships and Connections within the School Community) Tutor Learning Initiative tutors, teachers and leaders will determine list of priority student participants, for which ILPs will be co-constructed with the students and their parents and carers.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
(Relationships and Connections within the School Community) Open communications are maintained through the Tutor Learning Initiative Program with the parents/carers of each student concerned, based on their application and progress against their Individual Learning Plan.	<input checked="" type="checkbox"/> Leading Teacher(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	\$0.00	\$0.00
Additional Equity funding	\$19,298.00	\$10,260.80
<b>Grand Total</b>	<b>\$19,298.00</b>	<b>\$10,260.80</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding (in total) will support the school-based Learning Enhancement Program offering intervention in reading and writing.  No Equity finding will be allocated to supporting the AIP activities.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$19,298.00	\$10,260.80
<b>Totals</b>			<b>\$19,298.00</b>	<b>\$10,260.80</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and plan professional learning on formative assessment and methods of collecting, analysing, responding to and monitoring data throughout the year including use of data walls.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources DAL <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Refine processes/structures for collecting and monitoring school-wide data, including use of data walls and for regular moderation of assessment tasks.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Plan for, and schedule professional learning re various elements relating to student well-being and safety, including using data	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

to analyse, monitor and respond to student engagement levels.			<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting		
<p>(Communities of Practice) Fulfill all responsibilities as Resilience, Rights and Respectful Relationships CoP as Lead School, including collaboration at Regional level. This may include organising and participating in Professional Learning sessions and offering support to member schools as required. Further development of an action plan for the embedding of the RRRR approach at DCPS.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources RRRR Network and Hubs	<input checked="" type="checkbox"/> Off-site RRRR Network Hub opportunities
<p>(Communities of Practice) Productive participation as member school of the Moderation CoP (Understanding and Exploring the Moderation of Assessment) and establishing goals, then working collaboratively with other schools to achieve set goals. Develop an action plan with agreed outcomes from participation the Moderation CoP.</p>	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Departmental resources NWVR Initiative from work of Regional Response Team <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> Off-site as required to collaborate with other participating schools