

# 2019 Annual Implementation Plan

## for improving student outcomes

Westall Primary School (4851)



Submitted for review by Richard Lloyd (School Principal) on 31 January, 2019 at 11:27 AM  
Endorsed by Jennifer McCrabb (Senior Education Improvement Leader) on 31 January, 2019 at 12:25 PM  
Endorsed by Melissa Shelley (School Council President) on 20 February, 2019 at 04:58 PM

## Self-evaluation Summary - 2019

	<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	Evolving moving towards 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	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Excelling
	Vision, values and culture	Embedding moving towards Excelling

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

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

<b>Enter your reflective comments</b>	<p>In 2018 the school started the process of re-defining our Vision, Values and Culture, and should be completed in 2019. As Curiosity and Powerful Learning was slowly declining during 2018 in favour of HITS, we will be continuing aligning C&amp;PL and HITS in our professional learning during our PLC's and Peer Observations.</p> <p>We have had staff trained in "Advocating for Student Voice" in 2018, and will be working towards making this more obvious during 2019.</p> <p>The school will also continue to work with the Our Place workers in building community through parent involvement and engaging out of hours student activities. We are also involved in the "PAINT THE TOWN Read" program to promote reading throughout the school.</p>
<b>Considerations for 2019</b>	<p>In 2019, timetables will again be reviewed for the best outcomes for students.</p> <p>Staff will be trained in EMU maths, and the school will investigate the best ways to integrate this into the program.</p> <p>The school is also investigating PLC's professional learning through Bastow.</p>

<b>Documents that support this plan</b>	
---	--

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>To maximise student individual learning growth and outcomes with a focus on Literacy and Numeracy.          To consolidate the teaching practice of writing.          To investigate research based best practice for Numeracy</p>
<b>Target 1.1</b>	<ul style="list-style-type: none"> <li>• Reading- Victorian Curriculum data to show that there will be at least a 10% improvement in the percentage of students achieving ‘A’ or ‘B’ for Reading and Viewing throughout the school (currently 36%).</li> <li>• Numeracy averages (NAPLAN) 2015 2019 Year 3 355-400 Year 5 459-500             <ul style="list-style-type: none"> <li>• Matched Cohort growth to be above state average growth for each year of the Strategic Plan in Reading, Writing, Numeracy</li> </ul> </li> <li>• Staff Opinion Survey area of ‘Goal Congruence’ to be at or above state average.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	<ul style="list-style-type: none"> <li>• Build teacher capacity to implement the 2019 Literacy strategy to address Reading and Writing.</li> <li>• Build the capacity of all staff to use evidence-based targeted teaching across the school.</li> <li>• Implement the explicit teaching and learning capabilities as expressed in the Victorian Curriculum</li> </ul>
<b>Goal 2</b>	<p>All staff and students are intrinsically motivated, risk- taking, curious and creative learners who are strongly connected to the school and wider community.</p>
<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>• SATS survey to show above state averages for Student Safety and ‘Classroom Behaviour’</li> <li>• PO survey areas of ‘School Connected’ and ‘Social Skills’ to remain above state averages each year of the plan</li> <li>• Attendance F-6 Absences averages 2016 Less than 20 days pa 2017 Less than 18 days pa 2018 Less than 16 days pa 2019 State Average</li> <li>• The Curiosity and Powerful Learning model to be fully operational throughout the school.</li> </ul>
<b>Key Improvement Strategy 2.a</b>	<ul style="list-style-type: none"> <li>• Build teacher capacity to analyse data to inform teaching and learning.</li> <li>• Develop and strengthen teaching practices and evidence based assessment approaches.</li> </ul>

Intellectual engagement and self-awareness	
<b>Goal 3</b>	To maximise student and staff health, safety and wellbeing
<b>Target 3.1</b>	<ul style="list-style-type: none"> <li>• Results for ‘Student safety’ to be above 4.25(out of 5) for each year of the plan.</li> <li>• Results for ‘Classroom behaviour’ to be above 3.5 (out of 5) each year of the plan.</li> <li>• <b>STJ surveys</b> will show an increase in student safety each year of the plan.</li> <li>• <b>Play is the Way</b> will be fully implemented across the whole school</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Develop staff in Play is the Way PL dayall staff to atte Staff to have PITW sessions throughout the year. Develop and implement a systematic approach to setting, monitoring and reflecting upon challenging goals and providing effective feedback for all students and teachers.
<b>Goal 4</b>	To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.
<b>Target 4.1</b>	<ul style="list-style-type: none"> <li>• Kinder within Hub to be managed and run by Westall Primary School</li> <li>• Work within Hub contexts • Resourcing the needs of the School whilst operating a surplus budget</li> <li>• Enhancement of the following staff survey outcomes to reach state mean:</li> <li>• Staff trust in colleagues</li> <li>• Teacher collaboration</li> </ul>
<b>Key Improvement Strategy 4.a</b> Building communities	Work with KCC and Our Place (formally Colman Foundation) to implement strategies to involve the community.



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To maximise student individual learning growth and outcomes with a focus on Literacy and Numeracy. To consolidate the teaching practice of writing. To investigate research based best practice for Numeracy</p>	Yes	<ul style="list-style-type: none"> <li>• Reading- Victorian Curriculum data to show that there will be at least a 10% improvement in the percentage of students achieving ‘A’ or ‘B’ for Reading and Viewing throughout the school (currently 36%).</li> <li>• Numeracy averages (NAPLAN) 2015 2019 Year 3 355-400 Year 5 459-500               <ul style="list-style-type: none"> <li>• Matched Cohort growth to be above state average growth for each year of the Strategic Plan in Reading, Writing, Numeracy</li> </ul> </li> <li>• Staff Opinion Survey area of ‘Goal Congruence’ to be at or above state average.</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>F&amp;P data will show a 20% reduction in the number of students achieving below expected levels NAPLAN Reading and Numeracy data will show over 20% of students in top 2 bands in matched cohort group NAPLAN matched cohort growth will be at least 20% better than state averages in Reading, Writing, Numeracy NAPLAN Numeracy data will show Year 3 average at least 385, and Year 5 at least 485 100% of students to show 12 months growth in Writing from Nov-Nov using VCOP.</p>
<p>All staff and students are intrinsically motivated, risk- taking, curious and creative learners who are strongly connected to the school and wider community.</p>	Yes	<ul style="list-style-type: none"> <li>• SATS survey to show above state averages for Student Safety and ‘Classroom Behaviour’</li> <li>• PO survey areas of ‘School Connected’ and ‘Social Skills’ to remain above state averages each year of the plan</li> <li>• Attendance F-6 Absences averages 2016 Less than 20 days pa 2017 Less than 18 days pa 2018 Less than 16 days pa 2019 State Average</li> <li>• The</li> </ul>	<p>Absences should be less than 16 days per student F-6 SATS survey will show above 2018 figures for Effective Teaching Practice for Cognitive Engagement and Student Safety Parent Opinion survey areas of ‘School Connectedness’ will be at or above 2018</p>

		Curiosity and Powerful Learning model to be fully operational throughout the school.	figures Staff Opinion survey to show improved "Collaboration" figures on 2018
To maximise student and staff health, safety and wellbeing	Yes	<ul style="list-style-type: none"> <li>• Results for 'Student safety' to be above 4.25(out of 5) for each year of the plan.</li> <li>• Results for 'Classroom behaviour' to be above 3.5 (out of 5) each year of the plan.</li> <li>• <b>STJ surveys</b> will show an increase in student safety each year of the plan.</li> <li>• <b>Play is the Way</b> will be fully implemented across the whole school</li> </ul>	SATS results for Social Engagement will be at or above 2018 figures Parent Opinion survey to show improvement on 2018 figures in Non Experience of Bullying Staff survey results for Staff Trust will be higher than 2018 figures
To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.	Yes	<ul style="list-style-type: none"> <li>• Kinder within Hub to be managed and run by Westall Primary School</li> <li>• Work within Hub contexts • Resourcing the needs of the School whilst operating a surplus budget</li> <li>• Enhancement of the following staff survey outcomes to reach state mean:</li> <li>• Staff trust in colleagues</li> <li>• Teacher collaboration</li> </ul>	Completion of 2019 School Review Establishment of P-6 section of WELC based at Westall Primary School Quarterly meetings with leadership from Doveton College and Our Place staff At least one after school activity offered each term Research into Berry St model completed, aligned with PITW practice

<b>Goal 1</b>	To maximise student individual learning growth and outcomes with a focus on Literacy and Numeracy. To consolidate the teaching practice of writing. To investigate research based best practice for Numeracy
<b>12 Month Target 1.1</b>	F&P data will show a 20% reduction in the number of students achieving below expected levels NAPLAN Reading and Numeracy data will show over 20% of students in top 2 bands in matched cohort group

	NAPLAN matched cohort growth will be at least 20% better than state averages in Reading, Writing, Numeracy NAPLAN Numeracy data will show Year 3 average at least 385, and Year 5 at least 485 100% of students to show 12 months growth in Writing from Nov-Nov using VCOP.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	<ul style="list-style-type: none"> <li>•Build teacher capacity to implement the 2019 Literacy strategy to address Reading and Writing.</li> <li>•Build the capacity of all staff to use evidence-based targeted teaching across the school.</li> <li>•Implement the explicit teaching and learning capabilities as expressed in the Victorian Curriculum</li> </ul>	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.	<p>The school has implemented this strategy successfully for 3 years now as part of the previous SSP. Data has shown a decrease in the number of children achieving below expected levels.</p> <p>We continue to use professional learning to assist in developing teacher capacity in this area.</p> <p>The school is planning to extend the Westall English Language Centre from yr 7-10 to F-10 during 2019 which will assist in a more rapid development of understanding using standard Australian English than expected.</p>	
<b>Goal 2</b>	All staff and students are intrinsically motivated, risk- taking, curious and creative learners who are strongly connected to the school and wider community.	
<b>12 Month Target 2.1</b>	Absences should be less than 16 days per student F-6 SATS survey will show above 2018 figures for Effective Teaching Practice for Cognitive Engagement and Student Safety Parent Opinion survey areas of 'School Connectedness' will be at or above 2018 figures Staff Opinion survey to show improved "Collaboration" figures on 2018	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Intellectual engagement and self-awareness	<ul style="list-style-type: none"> <li>• Build teacher capacity to analyse data to inform teaching and learning.</li> <li>• Develop and strengthen teaching practices and evidence based assessment approaches.</li> </ul>	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.	<p>This goal was started from our previous SSP, when absenteeism was much higher. We would like to continue to work to bring the rate down.</p> <p>With researching the data, it is only a small percentage of students who are contributing the total, so the focus will be on them and their families.</p> <p>Students and families are continually reminded of the importance of coming to school, and at risk students are contacted regarding an absences, as well as following up in person or home visits.</p>	
<b>Goal 3</b>	To maximise student and staff health, safety and wellbeing	
<b>12 Month Target 3.1</b>	<p>SATS results for Social Engagement will be at or above 2018 figures</p> <p>Parent Opinion survey to show improvement on 2018 figures in Non Experience of Bullying</p> <p>Staff survey results for Staff Trust will be higher than 2018 figures</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Health and wellbeing	<p>Develop staff in Play is the Way PL dayall staff to atte</p> <p>Staff to have PITW sessions throughout the year.</p> <p>Develop and implement a systematic approach to setting, monitoring and reflecting upon challenging goals and providing effective feedback for all students and teachers.</p>	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.	<p>The school has implemented PITW behaviour management strategies during 2018. Due to some recent enrolments, there has been an increase in unacceptable student behaviour including bullying from student to student.</p> <p>As part of the new school vision, values etc, and 2019 School Review, the school will develop new staff, student and parent Codes of Conduct, including consequences.</p>	
<b>Goal 4</b>	To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.	
<b>12 Month Target 4.1</b>	<p>Completion of 2019 School Review</p> <p>Establishment of P-6 section of WELC based at Westall Primary School</p> <p>Quarterly meetings with leadership from Doveton College and Our Place staff</p>	

	At least one after school activity offered each term Research into Berry St model completed, aligned with PITW practice	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building communities	Work with KCC and Our Place (formally Colman Foundation) to implement strategies to involve the community.	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.	<p>2018 was the first year working with an "Our Place" (Colman Foundation) worker. There have been some wonderful things started such as parent helpers groups, after school activities, regular parent morning teas, adult learning. We would like to continue with this and expand into wider options. Plans are already in place for the "Paint the Town Read" program to start in 2019.</p> <p>parents have been utilising the Hub and the associated agencies all year, and increasingly their time there as more and more people are aware of this.</p> <p>The school is also investigating extending the Westall English language Centre to include primary aged students in 2019.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To maximise student individual learning growth and outcomes with a focus on Literacy and Numeracy. To consolidate the teaching practice of writing. To investigate research based best practice for Numeracy
<b>12 Month Target 1.1</b>	F&P data will show a 20% reduction in the number of students achieving below expected levels NAPLAN Reading and Numeracy data will show over 20% of students in top 2 bands in matched cohort group NAPLAN matched cohort growth will be at least 20% better than state averages in Reading, Writing, Numeracy NAPLAN Numeracy data will show Year 3 average at least 385, and Year 5 at least 485 100% of students to show 12 months growth in Writing from Nov-Nov using VCOP.
<b>KIS 1</b> Curriculum planning and assessment	<ul style="list-style-type: none"> <li>•Build teacher capacity to implement the 2019 Literacy strategy to address Reading and Writing.</li> <li>•Build the capacity of all staff to use evidence-based targeted teaching across the school.</li> <li>•Implement the explicit teaching and learning capabilities as expressed in the Victorian Curriculum</li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>•Build teacher capacity to implement the 2019 Literacy strategy to address Reading and Writing through extensive professional learning.</li> <li>•Build the capacity of all staff to use evidence-based targeted teaching across the school through extensive professional learning.</li> <li>•Implement the explicit teaching and learning capabilities as expressed in the Victorian Curriculum</li> </ul> <p>specialist teachers to be involved in Literacy lessons for students. Classroom teachers supported during literacy and numeracy block by specialist staff and TA's Review t/t with respect to allocating staff to Literacy and Numeracy blocks ? Selected students to undertake EAL/D, R/R, LLI for a limited time and trial EMU</p>
<b>Outcomes</b>	Staff will be aware of and will have implemented new writing strategies from the Misty Adoniou Writing and Literacy leaders professional learning sessions in 2018. Students will have shown an improvement in their writing over 2018 levels.
<b>Success Indicators</b>	F&P data will show a 20% reduction in the number of students achieving below expected levels NAPLAN Reading and Numeracy data will show over 20% of students in top 2 bands in matched cohort group NAPLAN matched cohort growth will be at least 20% better than state averages in Reading, Writing, Numeracy NAPLAN Numeracy data will show Year 3 average at least 385, and Year 5 at least 485 100% of students to show 12 months growth in Writing from Nov-Nov using VCOP

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Specialists to be involved with Literacy lessons in classrooms.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$180,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Writing strategies to be implemented throughout the school	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	All staff and students are intrinsically motivated, risk- taking, curious and creative learners who are strongly connected to the school and wider community.			
<b>12 Month Target 2.1</b>	Absences should be less than 16 days per student F-6 SATS survey will show above 2018 figures for Effective Teaching Practice for Cognitive Engagement and Student Safety Parent Opinion survey areas of 'School Connectedness' will be at or above 2018 figures Staff Opinion survey to show improved "Collaboration" figures on 2018			
<b>KIS 1</b> Intellectual engagement and self-awareness	<ul style="list-style-type: none"> <li>• Build teacher capacity to analyse data to inform teaching and learning.</li> <li>• Develop and strengthen teaching practices and evidence based assessment approaches.</li> </ul>			
<b>Actions</b>	<p>Teachers to alert admin staff of any at risk students.</p> <p>The school will follow up will calls to parents of 'at risk' students when they are not at school by 9.30</p> <p>The school will send a text to all parents of students marked absent by 9.45 each day.</p> <p>The school will encourage attendance through newsletters, assemblies etc.</p> <p>Students with excellent attendance records will be acknowledged at assemblies at the end of each term.</p> <p>The school will run after school activities during each term.</p>			
<b>Outcomes</b>	There has already been a pleasing change in attitude from many parents regarding the importance of school attendance. The school expects this to continue.			

	There has also been a marked decline in absenteeism from students. At least one after school activity to be run each term based on student interest.			
<b>Success Indicators</b>	Absences should be less than 16 days per student F-6 SATS survey will show above 2018 figures for Effective Teaching Practice for Cognitive Engagement and Student Safety Parent Opinion survey areas of 'School Connectedness' will be at or above 2018 figures Staff Opinion survey to show improved "Collaboration" figures on 2018			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
After school activities to be offered each term.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To maximise student and staff health, safety and wellbeing			
<b>12 Month Target 3.1</b>	SATS results for Social Engagement will be at or above 2018 figures Parent Opinion survey to show improvement on 2018 figures in Non Experience of Bullying Staff survey results for Staff Trust will be higher than 2018 figures			
<b>KIS 1</b> Health and wellbeing	Develop staff in Play is the Way PL dayall staff to atte Staff to have PITW sessions throughout the year. Develop and implement a systematic approach to setting, monitoring and reflecting upon challenging goals and providing effective feedback for all students and teachers.			
<b>Actions</b>	Play is the Way and Solving the Jigsaw will be fully implemented across the whole school Review wellbeing programs to determine progress and further directions Develop Codes of Conduct for staff, students and parents Use Solving the Jigsaw and Respectful Relationships resources to promote student wellbeing Develop staff in Play is the Way PL Continue to develop trust and collaboration with staff throughout the year			

<b>Outcomes</b>	There should be a changed mindset with many students regarding tolerance of others and self regulation. Many parents should also note the change in their children.			
<b>Success Indicators</b>	SATS results for Social Engagement will be at or above 2018 figures Parent Opinion survey to show improvement on 2018 figures in Non Experience of Bullying Staff survey results for Staff Trust will be higher than 2018 figures			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
PITW professional learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.			
<b>12 Month Target 4.1</b>	Completion of 2019 School Review Establishment of P-6 section of WELC based at Westall Primary School Quarterly meetings with leadership from Doveton College and Our Place staff At least one after school activity offered each term Research into Berry St model completed, aligned with PITW practice			
<b>KIS 1</b> Building communities	Work with KCC and Our Place (formally Colman Foundation) to implement strategies to involve the community.			
<b>Actions</b>	? All staff to have input into analysis of 2015-19 school data and programs ? Allocate and budget for appropriate staff during and in preparation for the review period ? Continue to work with all stakeholders, DET, Region, WSC and WELC on the establishment of the P-10 WELC model ? Budget for space, resources and staff to establish the WELC model ? Continue to liaise regularly with Doveton College and Our Place coordinators to develop the most appropriate model for our community ? Budget for regular speech therapy sessions to assist students with speech and language difficulties			

<b>Outcomes</b>	Strategic reviews are a good way for staff and parents/community to check the impact on data and programs. The school is working towards expanding the Westall English Language Centre to include primary students.			
<b>Success Indicators</b>	Completion of 2019 School Review Establishment of P-6 section of WELC based at Westall Primary School Quarterly meetings with leadership from Doveton College and Our Place staff At least one after school activity offered each term Research into Berry St model completed, aligned with PITW practice			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
WELC operational before end of term 2.	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Berry St Wellbeing model will be researched and evaluated regarding Westall PS.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" 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	\$249,000.00	\$249,000.00
Additional Equity funding	\$60,000.00	\$60,000.00
<b>Grand Total</b>	<b>\$309,000.00</b>	<b>\$309,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Specialists to be involved with Literacy lessons in classrooms.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$180,000.00	\$180,000.00
Writing strategies to be implemented throughout the school	from: Term 1 to: Term 4		\$20,000.00	\$20,000.00
After school activities to be offered each term.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$12,000.00	\$12,000.00

		<input checked="" type="checkbox"/> Support services		
PITW professional learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$20,000.00	\$20,000.00
WELC operational before end of term 2.	from: Term 1 to: Term 3		\$15,000.00	\$15,000.00
Berry St Wellbeing model will be researched and evaluated regarding Westall PS.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
<b>Totals</b>			\$249,000.00	\$249,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Extra staffing to assist non funded students and professional learning.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$60,000.00	\$60,000.00
<b>Totals</b>			\$60,000.00	\$60,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Specialists to be involved with Literacy lessons in classrooms.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Writing strategies to be implemented throughout the school	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice 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"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
PITW professional learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<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"/> On-site
WELC operational before end of term 2.	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Departmental resources EAL/D regional staff to assist	
--	--	--	--	--	--	--