2021 Annual Implementation Plan

for improving student outcomes

Maryborough Education Centre (8845)

Submitted for review by David Sutton (School Principal) on 02 February, 2021 at 10:51 AM
Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 02 February, 2021 at 06:37 PM
Endorsed by Paul Rumpff (School Council President) on 04 February, 2021 at 03:32 PM

Self-evaluation Summary - 2021

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

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

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

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

Enter your reflective comments	Due to the interruptions to the school year because of COVD-19 pandemic, progress on many of the areas was slower than we would have liked. In particular the postponement of the 7-12 PLCs meant that we were unable to move up the continuum in the Excellence of Teaching and Learning dimensions. Community engagement in learning was harder to achieve as our school and external agencies were focused on responding to the immediate needs of our students and families.
Considerations for 2021	We are excited about the possibilities that the Tutor Program provides to support students who have not made the gains this year, Also we are optimistic about the inclusive schooling reforms which we believe will allow us to further embed fully inclusive practices. MYLNS and the Alternate Program will continue to support vulnerable students and we are also fully supportive of the flagged changes for VCAL. We look forward to a more settled and predictable year and getting back on track with our planned improvements.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve learning outcomes for all students.
Target 2.1	NAPLAN: Increase the percentage of students achieving NAPLAN assessments in the top 2 bands from 2017 benchmarks (table below) to 2022 Targets (see table below)

2017 Percentage of students in top 2 NAPLAN bands				
	Numeracy 2017	**Reading** 2017	**Numeracy** 2022 Target	**Reading** 2022 Target
Year 5	14%	13%	20%	30%
Year 9	12%	6%	20%	20%

Target 2.2	1.2 Specialist Setting Target - Victorian Curriculum Learning Growth

- Increase the percentage of students progressing within a Victorian Curriculum level in Literacy, Mathematics, and Personal and Social Capability from the benchmarks of 85%, 70% and 73% respectively 2017 to 90%, 75% and 76% benchmarks over the three years to 2020.
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2017 Percentage of progressing within or across Victorian Curriculum Bands	English	Mathematics	Personal & Social Capability	
Level A	100%	67%	0%	
Level B	87.5%	67%	67%	
Level C	100%	55%	86%	
Level D	100%	100%	100%	
Level F	100%	86%	100%	
Level 1	100%	100%	Level 1 & 2	82%
Level 2	67%	75%		
Level 3	100%	78%	Level 3 & 4	60%
Level 4	100%	67%		
Level 5	100%	NA	Level 5 & 6	NA
Level 6	NA	0%		

Total	**85%**	**70%**	**73%**

- Increase the percentage of students progressing one or more Victorian Curriculum levels in Literacy, Mathematics, and Personal and Social Capability from the benchmarks of 70%, 23% and 18% respectively 2017 to 75%, 26% and 21% benchmarks over the three years to 2020.
-

2017 Percentage of progressing one or more Victorian Curriculum Bands	English	Mathematics	Personal & Social Capability	
Level A	100%	67%	0%	
Level B	62.5%	22%	67%	
Level C	100%	75%	14%	
Level D	100%	67%	50%	
Level F	50%	57%	50%	
Level 1	100%	80%	Level 1 & 2	45%
Level 2	44%	37.5%		
Level 3	100%	78%	Level 3 & 4	10%
Level 4	50%	67%		
Level 5	100%	NA	Level 5 & 6	NA
Total	**70%**	**23%**	**18%**	

Target 2.3	Exit destination: Increase the percentage of students with a positive exit destination from 77% to 85%. (Positive exit is defined as fulltime education, work or further training pathway). We will use local 6 month check in phone call to measure this target.
Target 2.4	VCE: VCE English Study Score from 22.4 (2017 benchmark) to VCE English score - 24 (2022 benchmark) as reported by the VCAA.
Target 2.5	VCE and VCAL completion rates: VCE and VCAL completion rate to increase from 76% to 80% as reported in the School Performance Report.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Develop teacher capacity to use data to plan and deliver effective point of need teaching strategies to implement the Victorian Curriculum.
Key Improvement Strategy 2.b Evaluating impact on learning	Improve formative assessment to achieve accurate teacher judgements and inform planning for teaching and learning and differentiation.
Key Improvement Strategy 2.c Building practice excellence	Develop and embed Professional Learning Communities (PLCs) to implement collaborative planning, teaching, assessment and moderation through improved teacher collective efficacy.
Key Improvement Strategy 2.d Curriculum planning and assessment	Create and embed the instructional model as a consistent approach to teaching.
Key Improvement Strategy 2.e	Develop and embed student agency and voice to inform teaching and learning.

Building practice excellence	
Key Improvement Strategy 2.f Building leadership teams	Implement a leadership structure that creates a whole school approach to leadership and the implementation of school directions.
Key Improvement Strategy 2.g Building practice excellence	Action Plan to accelerate improvement
Goal 3	To increase student connectedness to and engagement in learning.
Target 3.1	Increase student attendance rate from 81.5% (2017) to 87.0% (2022 target) as reported in the School Perfromance Report.
Target 3.2	2.2 Student Attitudes to School survey: Stimulated learning – increase in percentage of positive responses from 2018 level to 2022 SSP target Learning confidence - increse in percentage of positive responses from 2018 level to 2022 SSP target Bullying data – increase in percentage of positive responses from 2018 level to 2022 SSP target -see table below

Student Attitudes to School survey 2018 benchmark positive responses using School Performance Report

		2018	2022 Target
	Years 5- 6	70.3%	75%

Stimulated Learning	Years 7-12	48.2%	55%
Sense of Confidence	Year 5-6	76.9%	80%
	Years 7-12	54.2%	60%
Managing Bullying	Years 5-6	72%	75%
	Years 7-12	43.2%	55%

Target 3.3	Parent Opinion survey: Stimulated learning environment from 25th percentile (2017) against percent endorsed of other Primary/Secondary school to 30th percentile (2022 target)
Target 3.4	Staff survey: Teacher collaboration from 2018 level of 59% positive responses to 63% 2022 Staff collective efficacy from 34.2% in 2018 to 40% (2022) Staff trust in Students and Parents from 2018 level of 35% positive responses to 38% (2022)
Key Improvement Strategy 3.a Vision, values and culture	Embed vision and values as a framework to build connectedness and relationships.

Key Improvement Strategy 3.b Building communities	Develop and embed a growth mindset across the school community with a focus on improving student outcomes.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Consistently use of school wide positive frameworks to strengthen relationships, student connectedness, wellbeing and attendance and to be responsive and empathic to the needs of the school community.
Key Improvement Strategy 3.d Setting expectations and promoting inclusion	Engage the whole community to improve student attendance.
Key Improvement Strategy 3.e Empowering students and building school pride	Develop student agency, voice and leadership to improve connectedness and engagement in learning.

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target

The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
|---|---|---|---|
| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | I.   Learning, catch-up and extension priority
- Increase the percentage of students achieving NAPLAN assessments in the top 2 bands.
2021 target
Year 5 Numeracy -16%
Year 5 Reading - 15%
Year 9 Numeracy- 23%
Year 9 Reading - 15%
- Specialist- Meet strategic plan goals of increasing the percentage of students progressing within a Victorian Curriculum level in Literacy, Mathematics, and Personal and Social Capability from the benchmarks of 85%, 70% and 73% respectively in 2017-2018 to 90%, 75% and 76% benchmarks in 2021-2022.
- VCE Median English Study Score from 26 (2020) to VCE English score - 27 (2021).
- Stimulated learning – increase in percentage of positive responses from 2020 level 54% to 2021 56%
- Learning confidence - increase in percentage of positive responses 53% (2020) to 55% (2021) |

			II. Happy, active and healthy kids priority - MEC staff use the Student Engagement and Learning Framework (SELF) Sunburst graph and framework initiatives to support at least 30% students requiring intervention. - Specialist staff improve the SELF by adding to or enhancing at least three initiatives. - Staff trust in Students and Parents from 2020 level of 46% positive responses to 48% (2021) III. Connected to School - Increase student attendance rate from 85%(2020) to 87% (2021 target) - Staff collective efficacy from 51% in 2020 to 53% 2021 - Teacher collaboration from 2020 level of 59% positive responses to 61% 2021. Specialist staff to improve attendance data from approximately 85% to 90% by providing strategies held within the SELF, contacting the families to discuss how to support attendance.
To improve learning outcomes for all students.	No	NAPLAN: Increase the percentage of students achieving NAPLAN assessments in the top 2 bands from 2017 benchmarks (table below) to 2022 Targets (see table below) **2017 Percentage of students in top 2 NAPLAN bands**	

	Numeracy 2017	Reading 2017	Numeracy 2022 Target	Reading 2022 Target
Year 5	14%	13%	20%	30%
Year 9	12%	6%	20%	20%

1.2 Specialist Setting Target   - Victorian Curriculum Learning Growth

- Increase the percentage of students progressing within a Victorian Curriculum level in Literacy, Mathematics, and Personal and Social Capability from the benchmarks of 85%, 70% and 73% respectively 2017 to 90%, 75% and 76% benchmarks over the three years to 2020.
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Level D	100%	100%	100%	
Level F	100%	86%	100%	
Level 1	100%	100%	Level 1 & 2	82%
Level 2	67%	75%		
Level 3	100%	78%	Level 3 & 4	60%
Level 4	100%	67%		
Level 5	100%	NA	Level 5 & 6	NA
Level 6	NA	0%		
Total	**85%**	**70%**	**73%**	

- Increase the percentage of students progressing one or more Victorian Curriculum levels in Literacy, Mathematics, and Personal and Social Capability from the benchmarks of 70%, 23% and 18% respectively 2017 to 75%, 26% and 21% benchmarks over the three years to 2020.
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Level 4	50%	67%		
Level 5	100%	NA	Level 5 & 6	NA
Total	**70%**	**23%**	**18%**	

Exit destination:

Increase the percentage of students with a positive exit destination from 77% to 85%. (Positive exit is defined as fulltime education, work or further training pathway). We will use local 6 month check in phone call to measure this target.

VCE:

VCE English Study Score from 22.4 (2017 benchmark) to VCE English score - 24 (2022 benchmark) as reported by the VCAA.

VCE and VCAL completion rates:

		VCE and VCAL completion rate to increase from 76% to 80% as reported in the School Performance Report.	
To increase student connectedness to and engagement in learning.	No	Increase student attendance rate from 81.5% (2017) to 87.0% (2022 target) as reported in the School Perfromance Report.	
		2.2 Student Attitudes to School survey: Stimulated learning – increase in percentage of positive responses from 2018 level to 2022 SSP target Learning confidence - increse in percentage of positive responses from 2018 level to 2022 SSP target Bullying data – increase in percentage of positive responses from 2018 level to 2022 SSP target -see table below	

Student Attitudes to School survey 2018 benchmark positive responses using School Performance Report

		2018	**2022 Target**
Stimulated Learning	Years 5- 6	70.3%	75%
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	Year 5-6	76.9%	80%

Sense of Confidence	Years 7-12	54.2%	60%
Managing Bullying	Years 5-6	72%	75%
	Years 7-12	43.2%	55%

Parent Opinion survey:

Stimulated learning environment from 25th percentile (2017) against percent endorsed of other Primary/Secondary school to 30th percentile (2022 target)

Staff survey:

Teacher collaboration from 2018 level of 59% positive responses to 63% 2022

Staff collective efficacy from 34.2% in 2018 to 40% (2022)

Staff trust in Students and Parents from 2018 level of 35% positive responses to 38% (2022)

Goal 1	2021 Priorities Goal
12 Month Target 1.1	I. Learning, catch-up and extension priority - Increase the percentage of students achieving NAPLAN assessments in the top 2 bands. 2021 target Year 5 Numeracy -16% Year 5 Reading - 15% Year 9 Numeracy- 23% Year 9 Reading - 15% - Specialist- Meet strategic plan goals of increasing the percentage of students progressing within a Victorian Curriculum level in Literacy, Mathematics, and Personal and Social Capability from the benchmarks of 85%, 70% and 73% respectively in 2017-2018 to 90%, 75% and 76% benchmarks in 2021-2022. - VCE Median English Study Score from 26 (2020) to VCE English score - 27 (2021). - Stimulated learning – increase in percentage of positive responses from 2020 level 54% to 2021 56% - Learning confidence - increase in percentage of positive responses 53% (2020) to 55% (2021) II. Happy, active and healthy kids priority - MEC staff use the Student Engagement and Learning Framework (SELF) Sunburst graph and framework initiatives to support at least 30% students requiring intervention. - Specialist staff improve the SELF by adding to or enhancing at least three initiatives. - Staff trust in Students and Parents from 2020 level of 46% positive responses to 48% (2021) III. Connected to School - Increase student attendance rate from 85%(2020) to 87% (2021 target) - Staff collective efficacy from 51% in 2020 to 53% 2021 - Teacher collaboration from 2020 level of 59% positive responses to 61% 2021. Specialist staff to improve attendance data from approximately 85% to 90% by providing strategies held within the SELF, contacting the families to discuss how to support attendance.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2	Happy, active and healthy kids priority	Yes

Health and wellbeing		
KIS 3 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

Goal 1	2021 Priorities Goal
12 Month Target 1.1	I. Learning, catch-up and extension priority - Increase the percentage of students achieving NAPLAN assessments in the top 2 bands. 2021 target Year 5 Numeracy -16% Year 5 Reading - 15% Year 9 Numeracy- 23% Year 9 Reading - 15% - Specialist- Meet strategic plan goals of increasing the percentage of students progressing within a Victorian Curriculum level in Literacy, Mathematics, and Personal and Social Capability from the benchmarks of 85%, 70% and 73% respectively in 2017-2018 to 90%, 75% and 76% benchmarks in 2021-2022. - VCE Median English Study Score from 26 (2020) to VCE English score - 27 (2021). - Stimulated learning – increase in percentage of positive responses from 2020 level 54% to 2021 56% - Learning confidence - increase in percentage of positive responses 53% (2020) to 55% (2021) II. Happy, active and healthy kids priority - MEC staff use the Student Engagement and Learning Framework (SELF) Sunburst graph and framework initiatives to support at least 30% students requiring intervention. - Specialist staff improve the SELF by adding to or enhancing at least three initiatives. - Staff trust in Students and Parents from 2020 level of 46% positive responses to 48% (2021) III. Connected to School - Increase student attendance rate from 85%(2020) to 87% (2021 target) - Staff collective efficacy from 51% in 2020 to 53% 2021 - Teacher collaboration from 2020 level of 59% positive responses to 61% 2021. Specialist staff to improve attendance data from approximately 85% to 90% by providing strategies held within the SELF, contacting the families to discuss how to support attendance.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority

Actions	1. Develop consistent summative and formative assessment practices across the school to inform planning to target groups within the instructional model. 2. Implement Tutor Initiative to support students who have not made the expected learning growth in 2020 (continue support for Year 9 top tier NAPLAN group).
Outcomes	Leadership will: - develop data literacy in staff to inform understanding of student needs and progress and identify students requiring additional support - be able to clearly articulate what the use of summative and formative assessment looks like in classrooms - provide feedback to staff from observations of the workshop model - communicate high expectations in the importance of consistency in the use of summative and formative assessment - construct an assessment schedule that recognises the use of summative and formative assessment - create a process for the review and monitoring of assessment practices - establish PLCs that support teacher collaboration and reflection to strengthen teacher practice - implement and monitor the tutor program - establish and support staff to embed the use of data walls for reading to inform targeted planning. Teachers will: - ensure that there is consistent practice and language between classrooms in regards to summative and formative assessment - understand and use summative and formative assessment in their classrooms - use assessments as data to inform their teaching - engage in professional conversations - implement workshop model and gradual release of responsibility into their classroom - participate in PLCs and collaboratively plan units of work with a focus on differentiation - work in partnership with tutors. Coaches will: - ensure that there is consistent practice and language between classrooms - model high level assessment strategies - observe assessment documentation and practice and provide feedback to staff within a consistent framework - keep leadership informed of the improvements in the use of summative and formative assessment. Students will: - participate in tutoring program as required - be aware of consistent practice between classrooms - understand the summative assessments connected to the work they are completing - access formative assessment and be able to use this to increase their learning growth.

Success Indicators	Leaders and Coaches: - Notes from classroom observations/learning walks - Documented assessment schedules - Progressive rubrics - Pivot data - Discussions with coaches - Student focus groups - Lesson plans - PLC minutes/records - Minutes of the tutor implementation subcommittee - Data walls - Edrolo Teachers - Notes from classrooms observations. - Teachers' formative assessment data and teacher judgement data - Written feedback from coaches. - Lesson plans - PLC minutes/records/student achievement data. - Progressive rubrics - Formative and summative assessment schedules Tutors - Evidence of data sharing between tutors and teachers e.g. through IEPs, teacher notes and observations - Tutors submit fortnightly updates to principal team Students - Feed back from progressive rubrics - Completion of assessment tasks

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Deliver whole school professional learning around assessment strategies and use of the instructional model	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1	$142,807.00

			to: Term 4	☑ Equity funding will be used
Employ coaches to develop staff's capacity to use workshop Model/Gradual Release of Responsibility, create Progressive Rubrics Reading strategies including Guided Reading.	☑ Assistant Principal ☑ Literacy Support	☑ PLP Priority	from: Term 1 to: Term 4	$117,886.00 ☑ Equity funding will be used
Develop PLCs to use data from summative and formative assessment to plan lessons targeted to students learning needs.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 3	$160,692.00 ☑ Equity funding will be used
Establish processes/structures for collecting and monitoring school-wide data including resources	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$192,035.00 ☑ Equity funding will be used
Form a sub-committee to implement and monitor literacy and numeracy intervention across the school including MYLNS and Tutoring initiative	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$102,669.00 ☑ Equity funding will be used
Employ a Teacher Assistant to support the implementation of Levelled Literacy across the school	☑ Education Support	☑ PLP Priority	from: Term 1 to: Term 4	$62,569.00 ☐ Equity funding will be used
Implement the Tutoring initiative.	☑ Assistant Principal	☐ PLP Priority	from: Term 1	$452,397.00

	☑ Leading Teacher(s)		to: Term 4	☐ Equity funding will be used
	☑ Learning Specialist(s)			
	☑ Teacher(s)			

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	Implement the newly developed MEC Student Engagement and Learning Framework (SELF).
Outcomes	Leadership will: - oversee the implementation of SELF - model and promote SELF - provide opportunities for SELF to be incorporated into school practices - ensure SELF is used to inform all decision making. Staff will: - understand what SELF is and begin to utilise it with students and families - implement the new framework and be familiar with the layers and their descriptors - incorporate SELF into all planning - use SELF in conversations with colleagues, students and parents. Students will: - be familiar with the new framework and the layers - learn about the importance of SELF in regards to individualised student learning and growth.
Success Indicators	Leaders - Attitudes to School data - SELF will be included in policies and publications. - Student focus groups Teachers - SELF visible in classrooms and around the school

	- Language of SELF evident in discussions with students - Positive engagement in the new SELF across the school Students - will be able to articulate SELF - will participate positively in SELF exercises and activities

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for and schedule ongoing professional learning around understanding and using SELF at MEC.	☑ Assistant Principal ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Develop student plans that utilise SELF	☑ Student Wellbeing Co-ordinator ☑ Student(s) ☑ Sub School Leader/s ☑ Teacher(s) ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Monitor the implementation of SELF and review/refine the process.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
KIS 3 Building communities	Connected schools priority			

Actions	Develop a schoolwide approach to improving student attendance.
Outcomes	Leaders will: - review the Student Attendance Policy - understand the factors that impact student attendance - consistently focus on student attendance in discussions with parents students and staff - consider student attendance in all decision making - understand the impact that poor student attendance has on student outcomes - monitor weekly student attendance data - implement with fidelity the agreed strategies to improve student attendance - work with cluster schools on a shire wide approach to improving student attendance. Teachers will: - understand the factors that impact student attendance - consistently focus on student attendance in discussions with parents students and other staff - understand their role in following up student absenteeism - be familiar with the MEC Student Attendance Policy - monitor student attendance in their classrooms - provide incentives for strong student attendance. Students will: - understand the impact that poor student attendance has on student outcomes - be aware of their own attendance data - attend school more regularly - celebrate success - identify a trusted adult/main contact for staff.
Success Indicators	Leaders: - Minutes from meetings. - Accessible daily attendance data - Improved attendance rates - Panorama data- student engagement. Teachers: - Improved attendance in classes - Notes from phone-calls and meetings with parents - Record of use of incentives.

	Students: - Evidence of receiving incentives and certificates - improved student outcomes - Improved attendance data.				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**	
Employ a leading teacher (Positive Climate for Learning) to lead the work of improving student attendance at MEC.	☑ Leadership Team ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$66,897.00 ☑ Equity funding will be used	
Embed the position of family liaison officer	☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$35,540.00 ☑ Equity funding will be used	
Embed the P-6 nurture program	☑ Education Support ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$134,059.00 ☑ Equity funding will be used	
Embed the Alternate Program	☑ Assistant Principal ☑ Education Support ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$306,053.00 ☑ Equity funding will be used	
Create the MEC attendance policy	☑ Leadership Team ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1	$0.00	

			to: Term 4	☐ Equity funding will be used
Work with cluster schools to implement a shire wide approach to attendance.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$1,258,638.00	$1,173,638.00
Additional Equity funding	$685,217.00	$685,217.00
Grand Total	$1,943,855.00	$1,858,855.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Deliver whole school professional learning around assessment strategies and use of the instructional model	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$142,807.00	$142,807.00
Employ coaches to develop staff's capacity to use workshop Model/Gradual Release of Responsibility, create Progressive Rubrics Reading strategies including Guided Reading.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ Support services	$117,886.00	$117,886.00
Develop PLCs to use data from summative and formative assessment to plan lessons targeted to students learning needs.	from: Term 1 to: Term 3	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$160,692.00	$160,692.00

Establish processes/structures for collecting and monitoring school-wide data including resources	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services	$192,035.00	$107,035.00
Form a sub-committee to implement and monitor literacy and numeracy intervention across the school including MYLNS and Tutoring initiative	from: Term 1 to: Term 4	☑ School-based staffing ☑ CRT	$102,669.00	$102,669.00
Employ a leading teacher (Positive Climate for Learning) to lead the work of improving student attendance at MEC.	from: Term 1 to: Term 4	☑ School-based staffing ☑ CRT ☑ Support services	$66,897.00	$66,897.00
Embed the position of family liaison officer	from: Term 1 to: Term 4	☑ School-based staffing ☑ Support services	$35,540.00	$35,540.00
Embed the P-6 nurture program	from: Term 1 to: Term 4	☑ School-based staffing ☑ Support services	$134,059.00	$134,059.00
Embed the Alternate Program	from: Term 1 to: Term 4	☑ School-based staffing ☑ Support services	$306,053.00	$306,053.00
Totals			$1,258,638.00	$1,173,638.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
employment of Assistant Principal for Teaching and Learning	from: Term 1 to: Term 4	☑ School-based staffing	$35,772.00	$35,772.00
Sustainability Program	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Support services	$33,581.00	$33,581.00
Student Counsellor Specialist	from: Term 2 to: Term 4	☑ School-based staffing ☑ Support services	$84,587.00	$84,587.00
SPAIDES P-6 Assistant	from: Term 1 to: Term 4	☑ School-based staffing ☑ Support services	$46,011.00	$46,011.00
Computer Leases-	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Assets	$65,000.00	$65,000.00
Text Book Resources	from: Term 1 to: Term 4	☑ Assets	$10,000.00	$10,000.00
STEM	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$4,000.00	$4,000.00

Library Subsidies	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Assets	$25,000.00	$25,000.00
Student Welfare Support Funding	from: Term 1 to: Term 4	☑ Support services	$6,900.00	$6,900.00
Student Attendance	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Support services	$5,000.00	$5,000.00
Speech Therapy	from: Term 1 to: Term 4	☑ Support services	$20,000.00	$20,000.00
P-6 Welfare Resources	from: Term 4 to: Term 4	☑ Teaching and learning programs and resources ☑ Support services	$6,000.00	$6,000.00
Professional Learning for all Staff- Resources and Time release	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Support services	$80,000.00	$80,000.00
Reading Support	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Support services ☑ Assets	$78,000.00	$78,000.00

Market Day Program Support	from: Term 3 to: Term 4	☑ Teaching and learning programs and resources	$12,500.00	$12,500.00
Alumni- staffing and resourcing	from: Term 1 to: Term 4	☑ Support services	$29,000.00	$29,000.00
Nurture Program Support Funding- Resources and Staffing	from: Term 1 to: Term 4	☑ Support services	$20,000.00	$20,000.00
Speech O/T/Physio- Specialist	from: Term 1 to: Term 4	☑ Support services	$49,000.00	$49,000.00
Therapy Resources- Specialist	from: Term 1 to: Term 4	☑ Support services	$30,000.00	$30,000.00
Sustainability- Specialist	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Support services	$24,766.00	$24,766.00
Teaching and learning support	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$7,500.00	$7,500.00

		☑ CRT		
Breakfast Program Support Funding	from: Term 1 to: Term 4	☑ Other Resources	$12,600.00	$12,600.00
Totals			$685,217.00	$685,217.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Deliver whole school professional learning around assessment strategies and use of the instructional model	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Internal staff ☑ External consultants English coach	☑ On-site
Employ coaches to develop staff's capacity to use workshop Model/Gradual Release of Responsibility, create Progressive Rubrics Reading strategies including Guided Reading.	☑ Assistant Principal ☑ Literacy Support	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ Learning Specialist ☑ External consultants English Coach ☑ Pedagogical Model	☑ On-site
Develop PLCs to use data from summative and formative assessment to plan lessons targeted to students learning needs.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	from: Term 1 to: Term 3	☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Establish processes/structures for collecting and monitoring school-wide data including resources	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Pedagogical Model	☑ On-site

					☑ High Impact Teaching Strategies (HITS)	
Form a sub-committee to implement and monitor literacy and numeracy intervention across the school including MYLNS and Tutoring initiative	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist	☑ On-site
Employ a Teacher Assistant to support the implementation of Levelled Literacy across the school	☑ Education Support	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Literacy Leaders	☑ On-site
Plan for and schedule ongoing professional learning around understanding and using SELF at MEC.	☑ Assistant Principal ☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Develop student plans that utilise SELF	☑ Student Wellbeing Co-ordinator ☑ Student(s) ☑ Sub School Leader/s ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

		☑ Wellbeing Team					