

2021 Annual Implementation Plan

for improving student outcomes

Marnebek School Cranbourne (5464)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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

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

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

Enter your reflective comments	<p>2020 had many challenges as our school community followed the Covid 19 restrictions and regularly shifted between onsite and remote & flexible learning. The parent data sets indicated that 80 % of parents were satisfied with the teacher communication and the school approach.</p> <p>Connections with our families were grown through the implementation of daily WebEx, and weekly phone contact during remote and flexible learning. Families were able to connect with teachers, and other students/families in a way they have not done so before, and this is reflective in the data. 2021 will provide the opportunity for Marnebek to reflect on this positive data, and replicate it while continuing to work with students on site.</p> <p>Data from remote and flexible learning also demonstrated that our families feel their students learn best when on site supported by classroom teachers (as opposed to a remote environment), but where possible the capacity to learn remotely should be maintained. Data demonstrated parents find Marnebek to be a rich learning environment, which caters for their students individual needs - which will form the way we continue to focus and build upon gains in literacy and numeracy.</p>
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	<p>In consideration of staff preferences, they indicated they overall enjoyed working remotely and would indicate that where possible consideration could be given to flexible working arrangements as appropriate. Again, trying to replicate where possible the remote learning conditions while on site will form part of the considerations of leadership in maintaining staff well being during 2021.</p> <p>The announcement by the state government of a generous grant of in excess of \$38 million dollars will ensure that we as a school can continue to build upon the positive learning gains our student have made over 2020 and continue to build upon them in new state of the art facilities into the future.</p>
<p>Considerations for 2021</p>	<p>Much of the future directions of Marnebek School will focus on the significant Capital Works investment of \$38.85 million dollars. Upgrading the facilities with a long term vision for improved teaching and learning with state of the art facilities to cater for all students abilities and learning.</p> <p>In addition to this, 2021 will see the implementation of a whole school tutoring program to ensure that students have not experienced disadvantage from the period of remote learning in 2020. All students will be provided additional learning experiences, specifically aligned to our AIP target increase the differentiated communication support across the school. Communication classes will implemented in each sub-school trialing the use of Augmented communication devices, with the support of Allied Health to up skill staff.</p> <p>A mental health practitioner will be employed to support the well being of students, especially those working in the secondary levels of the school. This will link into the AIP priority of happy, active, healthy kids. And will continue to build upon the experience and abilities of our Allied Health team to meet the needs of our unique cohort of students.</p> <p>Curriculum will be reviewed at all levels to ensure that best practice is evident, but especially in light of the announcements of changes to the VCAL certificate which is presently taught in our senior school. Staff will need to begin preparing for transitioning students to the new certificate through Professional Development opportunities available through appropriate networks. Long term planning around this transition will need to be developed.</p>
<p>Documents that support this plan</p>	

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 students literacy outcomes with a focus on communication skills.
Target 2.1	Increase the percentage of students making in level or across level Victorian Curriculum Speaking and listening growth as measured by teacher judgements from 36 per cent (2019) to 80 per cent (2023).
Target 2.2	Increase the percentage of students making in level or across level growth as measured by ABLES reading data from 52 per cent (2019) to 80 per cent (2023).
Target 2.3	Increase the percentage of students making learning gain in English as measured by English Online from 58 per cent (2019) to 80 per cent (2023).

Target 2.4	<p>The percentage of positive endorsement by Principal/teachers will increase for:</p> <ul style="list-style-type: none"> • Instructional leadership 68.7% (2019) to greater than 85% (2023) • Leading change from 50.0% (2019) to greater than 75% (2023) • Visibility from 46.3% (2019) to greater than 75% (2023).
Key Improvement Strategy 2.a Instructional and shared leadership	Build a sustainable shared instructional leadership structure to lead school improvement across a multi campus school.
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop and embed a whole school approach to the teaching of literacy to improve student outcomes from Foundation to Year 12.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build staff capacity and knowledge of the differentiated communication support to ensure improved literacy outcomes for all Foundation - Year 12 students.
Goal 3	To improve student outcomes in numeracy for students from Foundation to Year 12.
Target 3.1	Increase the percentage of students making in level or across level Victorian Curriculum Mathematics growth from 22 per cent (2019) to 80 per cent (2023) as measured by teacher judgement.
Target 3.2	Increase the percentage of students making learning gain in Mathematics as measured by Maths On Line from 51 per cent (2019) to 85 per cent (2023).
Target 3.3	The percentage of positive endorsement by Principal/teachers will increase for:

	<ul style="list-style-type: none"> • Teacher collaboration from 49.4% (2019) to greater than 75% (2023) • Academic emphasis from 52.4% (2019) to greater than 75% (2023) • Professional learning from peer observation from 58.8% (2019) to greater than 75% (2023)
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Define and further develop a PLC culture empowering alongside building teacher capacity in high quality numeracy curriculum.
Key Improvement Strategy 3.b Curriculum planning and assessment	Develop and embed a whole school approach to the teaching of numeracy to improve student outcomes across Foundation to year 12.
Key Improvement Strategy 3.c Building practice excellence	Build staff capacity and knowledge of the differentiated communication support to ensure improved numeracy outcomes for all Foundation - Year 12 students.
Goal 4	To improve student engagement and wellbeing
Target 4.1	Increase the percentage of students who meet their Personal and social capability goals from 40 per cent (2019) to 80 per cent (2023).
Target 4.2	Decrease the average number of students with 20 or more days of absence from 52 per cent (2020) to 42 per cent (2023).
Target 4.3	<p>The percentage of positive endorsement in the AToSS will increase for:</p> <ul style="list-style-type: none"> • Student voice and agency from 77% (2019) to greater than 87% (2023) • School connectedness from 74% (2019) to greater than 84% (2023)

	<ul style="list-style-type: none"> • Learning confidence from 79% (2019) to greater than 89% (2023).
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Establish and embed a whole school approach to student wellbeing.
Key Improvement Strategy 4.b Empowering students and building school pride	Build staff understanding and capacity to use student voice, agency and leadership.
Key Improvement Strategy 4.c Parents and carers as partners	Improve parent and carer participation as active partners in their child's learning and personal and social development.

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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. During 2021, Marnebek will support the departmental priorities of 'Learning, catch-up and extension', 'Happy, healthy and active kids', and 'Connected schools'.
To improve students literacy outcomes with a focus on communication skills.	Yes	Increase the percentage of students making in level or across level Victorian Curriculum Speaking and listening growth as measured by teacher judgements from 36 per cent (2019) to 80 per cent (2023).	During 2021, 100% of teachers will be provided with professional development on teacher judgement data. By the end of 2021 teacher judgement data will reflect an 11% increase in student growth across Speaking and Listening.
		Increase the percentage of students making in level or across level growth as measured by ABLES reading data from 52 per cent (2019) to 80 per cent (2023).	During 2021, 100% of teachers will be provided with professional development on ABLES. By the end of 2021 100% of enrolled students will have comparable ABLES reading data measuring learning growth across the two learning periods (Semester 1 and Semester 2).
		Increase the percentage of students making learning gain in English as measured by English Online from 58 per cent (2019) to 80 per cent (2023).	During 2021, 100% of teachers will be provided with professional development on English Online. By the end of Term 1, 100% of enrolled students will have complete English Online data.

		<p>The percentage of positive endorsement by Principal/teachers will increase for:</p> <ul style="list-style-type: none"> • Instructional leadership 68.7% (2019) to greater than 85% (2023) • Leading change from 50.0% (2019) to greater than 75% (2023) • Visibility from 46.3% (2019) to greater than 75% (2023). 	<p>During 2021, positive endorsement for Principal/teachers will increase from 70.6% (2020) to at least 75% for Instructional Leadership.</p>
<p>To improve student outcomes in numeracy for students from Foundation to Year 12.</p>	<p>No</p>	<p>Increase the percentage of students making in level or across level Victorian Curriculum Mathematics growth from 22 per cent (2019) to 80 per cent (2023) as measured by teacher judgement.</p>	
		<p>Increase the percentage of students making learning gain in Mathematics as measured by Maths On Line from 51 per cent (2019) to 85 per cent (2023).</p>	
		<p>The percentage of positive endorsement by Principal/teachers will increase for:</p> <ul style="list-style-type: none"> • Teacher collaboration from 49.4% (2019) to greater than 75% (2023) • Academic emphasis from 52.4% (2019) to greater than 75% (2023) • Professional learning from peer observation from 58.8% (2019) to greater than 75% (2023) 	

To improve student engagement and wellbeing	No	Increase the percentage of students who meet their Personal and social capability goals from 40 per cent (2019) to 80 per cent (2023).	
		Decrease the average number of students with 20 or more days of absence from 52 per cent (2020) to 42 per cent (2023).	
		<p>The percentage of positive endorsement in the AToSS will increase for:</p> <ul style="list-style-type: none"> • Student voice and agency from 77% (2019) to greater than 87% (2023) • School connectedness from 74% (2019) to greater than 84% (2023) • Learning confidence from 79% (2019) to greater than 89% (2023). 	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	During 2021, Marnebek will support the departmental priorities of 'Learning, catch-up and extension', 'Happy, healthy and active kids', and 'Connected schools'.	
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 Health and wellbeing	Happy, active and healthy kids priority	Yes
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.	
Goal 2	To improve students literacy outcomes with a focus on communication skills.	
12 Month Target 2.1	During 2021, 100% of teachers will be provided with professional development on teacher judgement data. By the end of 2021 teacher judgement data will reflect an 11% increase in student growth across Speaking and Listening.	
12 Month Target 2.2	During 2021, 100% of teachers will be provided with professional development on ABLES. By the end of 2021 100% of enrolled students will have comparable ABLES reading data measuring learning growth across the two learning periods (Semester 1 and Semester 2).	
12 Month Target 2.3	During 2021, 100% of teachers will be provided with professional development on English Online. By the end of Term 1, 100% of enrolled students will have complete English Online data.	
12 Month Target 2.4	During 2021, positive endorsement for Principal/teachers will increase from 70.6% (2020) to at least 75% for Instructional Leadership.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Instructional and shared leadership	Build a sustainable shared instructional leadership structure to lead school improvement across a multi campus school.	No

KIS 2 Curriculum planning and assessment	Develop and embed a whole school approach to the teaching of literacy to improve student outcomes from Foundation to Year 12.	No
KIS 3 Evidence-based high-impact teaching strategies	Build staff capacity and knowledge of the differentiated communication support to ensure improved literacy outcomes for all Foundation - Year 12 students.	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.	The direction and focus on the communication needs of students across Marnebek will increase student achievement and engagement across our school and to other areas of our SSP. When students lack communication, they are more likely to have less success in educational outcomes and potential disengagement from school . Ensuring that communication remains a priority during 2021, in addition to the 2021 Priorities Goal, will ensure that our students are better able to access the curriculum, are happy students, and are connected to their schooling environment. The school self evaluation also indicates we are in the emerging category of positive climate for learning whereby student voice and agency is a priority. With a focus on improved student access to communication across the school the aim will be to shift to embedding and evolving throughout 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	During 2021, Marnebek will support the departmental priorities of 'Learning, catch-up and extension', 'Happy, healthy and active kids', and 'Connected schools'.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>In order to support the departmental priority of 'Learning, catch-up and extension', Marnebek School has chosen to focus on the following actions:</p> <ul style="list-style-type: none"> - Employ tutors to work across the school to ensure that all students are able to be supported to access the Curriculum at their current point of need. - Teachers will implement high quality teaching and learning through clearly defined professional learning focused on teacher effectiveness, collaboration and evidence based practice to improve student outcomes.
Outcomes	<p>Marnebek expects to see the following Outcomes:</p> <p>Leaders will: ensure that tutors are employed across the school that have skills sufficient to build upon the educational requirements of students in a specialist settings; provide consistent planning templates to all staff in line with teacher feedback, in addition to profession development in whole school pedagogical approaches such as the gradual release model; coaching opportunities for teachers which introduce and embed the best practice expectations across the school.</p> <p>Teachers will: employ best practice in their teaching in line with whole school expectations, and what is best for the students they teach; attend professional development sessions in whole school pedagogical approaches to improve their practice; respond to students at their point of need, and refer students to the tutor program as required; pursuing leadership led coaching opportunities to improve their teaching capacities; utilise explicit teaching as a high impact teaching strategy to ensure they meet the needs of their students; rich, collaborative PLC discussions addressing changes in practice and consistency of implementation for all staff.</p> <p>Students will: work with their classroom teachers and tutors to build upon their academic abilities.</p>
Success Indicators	Success Indicators could include for Leaders: Whole school planning templates; whole school pedagogical approach; whole school coaching model.

	<p>Success Indicators could include for Teachers: PLC's which reflect the whole school expectations, and are led by staff who demonstrate these values as established team leaders who share responsibility for the impact of professional learning communities on building student outcomes; coaching data; professional development attendance data; planning documents; teacher referrals to tutor program.</p> <p>Success Indicators could include for Students: a trending improvement in Teacher judgement data for students from 2020 to 2021.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implementation of tutor program through the employment of tutors.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$139,000.00 <input type="checkbox"/> Equity funding will be used
Implementation of whole school documentation including planning documents and curriculum documents.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(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
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>In order to support the departmental priority of 'Happy, active and healthy kids', Marnebek School has chosen to focus on the following actions:</p> <ul style="list-style-type: none"> - Appointment of a mental health practitioner to support the health and well being of our students advertised over and above the time fraction allocation of the department. - Implementation across the school of programs tailored to activate student voice, agency and connectedness to school. 			
Outcomes	<p>Marnebek expects to see the following Outcomes:</p> <p>Leaders will: advertise for and employ a mental health practitioner; the allied health team will support student well being across the school including conducting care team meetings as required, liaise with services and work collaboratively with teachers to improve student health and wellbeing.</p>			

	<p>Teachers will: refer students to the mental health practitioner and allied health team as required; teach the respectful relationships program and embed the respectful relationships curriculum; teach the SWPBS framework across the school. Teachers will provide students with opportunities to actively participate in their learning, express ideas and opinions to influence the path of their health, wellbeing and learning.</p> <p>Students will: focus on their personal well being, have opportunities to develop leadership roles across the school and represent student voice in learning. Become familiar and use the language of respectful relationships and SWPBS to support their learning.</p>			
Success Indicators	<p>Success Indicators could include for Leaders: Consistency in allied health meetings that reflect a cohesive system for responding to student wellbeing concerns</p> <p>Success Indicators could include for Teachers: Consist use of whole school documentation to support student referrals and wellbeing, ensure students actively participate in elevating student voice and agency across the school</p> <p>Success Indicators could include for Students: improvements in ATOSS student data; improvement in attendance data for students.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Employment of a mental health practitioner.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$86,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Utilise the SWPBS framework and DET regional staff to work with staff at Marnebek to ensure tier 1 fidelity through Professional Development opportunities.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			

Actions	<p>In order to support the departmental priority of 'Connected Schools', Marnebek School has chosen to focus on the following actions:</p> <ul style="list-style-type: none"> - Focusing on student attendance data to ensure students are continuing to connect with school throughout 2021. - Develop communication and meaningful partnerships with parents and carers and the wider school community. 			
Outcomes	<p>Marnebek expects to see the following Outcomes:</p> <p>Leaders will: promote school connectedness through the implementation of programs that encourage increased attendance; ensuring that families are offered multiple means of connection with the school such as the facilitation of SSG meetings online, digital open nights etc.; continue to build on the school's positive culture, including concepts such as 'it's not okay to be away'; introduction of student lead goals into the assessment schedule/reporting process; advertise whole school events through the school's social media accounts.</p> <p>Teachers will: deliver high quality teaching programs that encourage students to demonstrate increased attendance; attend whole school events and promote events across all areas of the school; communicate with parents, carers and the wider school community via phone, email, webex, seesaw to support them as active participants in their child's learning and decrease student absenteeism ; connect professionally with colleagues and support each other to improve school culture an connectedness within the workplace; work with students to set and assess their student driven goal; provide material for the schools social media account to advertise points of connection for students and families to the school community.</p> <p>Students will: increase their attendance at school; be active participants in the SSG process; set their own learning goal for their school report; utilise the schools social media as expected in the acceptable use policy.</p>			
Success Indicators	<p>Success Indicators could include for Leaders: increased attendance for staff and families to SSG meetings; whole school attendance data (staff and students); programs that connect students and their families with the community; updated reporting templates.</p> <p>Success Indicators could include for Teachers: reduced absence data rate for staff; SSG minutes; parent communication logs; increased student voice and agency in all classroom practices.</p> <p>Success Indicators could include for Students: increased student attendance data; students attending SSG meetings with their families; student goals included on reports.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Revision of SSG structure to include provisions for on site and remote meetings.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
Increase Marnebek's ICT and social media presence to improve connections to school with students, families and the wider school community.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve students literacy outcomes with a focus on communication skills.			
12 Month Target 2.1	During 2021, 100% of teachers will be provided with professional development on teacher judgement data. By the end of 2021 teacher judgement data will reflect an 11% increase in student growth across Speaking and Listening.			
12 Month Target 2.2	During 2021, 100% of teachers will be provided with professional development on ABLES. By the end of 2021 100% of enrolled students will have comparable ABLES reading data measuring learning growth across the two learning periods (Semester 1 and Semester 2).			
12 Month Target 2.3	During 2021, 100% of teachers will be provided with professional development on English Online. By the end of Term 1, 100% of enrolled students will have complete English Online data.			
12 Month Target 2.4	During 2021, positive endorsement for Principal/teachers will increase from 70.6% (2020) to at least 75% for Instructional Leadership.			
KIS 1 Evidence-based high-impact teaching strategies	Build staff capacity and knowledge of the differentiated communication support to ensure improved literacy outcomes for all Foundation - Year 12 students.			
Actions	<p>In order to build staff capacity and knowledge of the differentiated communication support to ensure improved literacy outcomes for all Foundation - Year 12 students, Marnebek School has chosen to focus on the following actions:</p> <ul style="list-style-type: none"> - Establishment of 'communication classrooms' across each of the sub-schools. These 'communication classrooms' will focus on the use of AAC, specifically LAMP. This action will be the initial step in implementing a whole school strategy for teaching communication. - Whole school professional development in the use of AAC, specifically the use of LAMP. - The appointment of a Literacy coordinator, to work in conjunction with the Literacy Learning Specialist and Assistant Principal for Curriculum, on the development of an instruction model for the delivery of Literacy. 			

Outcomes	<p>Marnebek expects to see the following Outcomes:</p> <p>Leaders will: implement whole school documentation outlining the expectations for staff in the delivery of Literacy across the school, to ensure consistent of best practice in all staff; provide professional development in Literacy, with a focus on communication skills; provide professional development on high impact teaching strategies especially the use of HITS - explicit teaching, to ensure that students are able to access the Curriculum at their point of need.</p> <p>Teachers will: understand the whole school approach to delivering Literacy across the school through attending professional development, and implement these strategies in their classroom as best practice; collaboratively plan through PLC for the delivery of literacy programs.</p> <p>Students will: increase their capacity to communicate through the increased use of AAC across the school.</p>			
Success Indicators	<p>Marnebek expects to see the following Outcomes:</p> <p>Leaders will: implement whole school documentation outlining the expectations for staff in the delivery of Literacy across the school, to ensure consistent of best practice in all staff. Leaders will provide professional development in Literacy, with a focus on communication skills.</p> <p>- Success Indicators could include: whole school documentation distributed to all staff; minutes/notes from professional development opportunities attended by staff.</p> <p>Teachers will: deliver and teach the whole school approach to Literacy across the school through attending professional development, and implement these strategies in their classroom as best practice. Reflect these processes in their PLC meetings, especially when discussing planning for students in Literacy, or moderating student Literacy data.</p> <p>- Success Indicators could include: PLC minutes/notes that reflect rich discussion on student achievements in Literacy; whole school planning documents; professional development attendance list.</p> <p>Students will: increase their capacity to communicate through the increased use of AAC across the school.</p> <p>- Success Indicators could include: improvement in Teacher judgement data in the area of speaking and listening; increase the progression of students through the Victorian Curriculum in the area of Speaking and Listening as measured through ABLES.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Development from Liberator on the use of AAC device LAMP provided for up to 30 staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

	<input checked="" type="checkbox"/> Literacy Leader		to: Term 1	<input checked="" type="checkbox"/> Equity funding will be used
Professional Development delivered through the Marnebek Allied Health team on the use of AAC.	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The establishment of 'Communication Classrooms' which target the use of LAMP in the classroom. Students to be provided with LAMP on their school device.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional development provided to staff on teacher judgement data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of a whole school Literacy document to outline the scope and sequence for teaching literacy and the instructional model to be employed.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional development provided to staff on completing the staff opinion survey.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$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	\$106,000.00	\$106,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$106,000.00	\$106,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employment of a mental health practitioner.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$86,000.00	\$86,000.00
Increase Marnebek's ICT and social media presence to improve connections to school with students, families and the wider school community.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets	\$10,000.00	\$10,000.00
Professional Development from Liberator on the use of AAC device LAMP provided for up to 30 staff.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
The establishment of 'Communication Classrooms' which target the use of LAMP in the classroom. Students to be provided with LAMP on their school device.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00

Totals	\$106,000.00	\$106,000.00
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Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Increase Marnebek's ICT and social media presence to improve connections to school with students, families and the wider school community.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional Development from Liberator on the use of AAC device LAMP provided for up to 30 staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Liberator	<input checked="" type="checkbox"/> On-site
The establishment of 'Communication Classrooms' which target the use of LAMP in the classroom. Students to be provided with LAMP on their school device.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site