

2021 Annual Implementation Plan

for improving student outcomes

Mount Pleasant Road Nunawading Primary School (4808)



Submitted for review by Kim Streitberger (School Principal) on 23 November, 2020 at 03:53 PM
Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 01 February, 2021 at 09:19 AM
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	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding
Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Excelling
	Health and wellbeing	Embedding

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

Enter your reflective comments	After a thorough review with all staff during 2019 in preparation of our review and the impact of COVID 19 I have elected to review the continua with Leadership. I have identified areas that we need either to focus on to maintain our rating or that should allow us to move up to the next rating level. Our plan is then to review the continua with staff in 2021.
Considerations for 2021	See attached FISO Improvement Model Dimensions-Evaluation 2020.doc for considerations for 2021. With a focus around students voice/agency around feedback from students to teachers. For example: To maintain excelling: Students give teachers feedback on the effectiveness of teaching and learning strategies; teachers adapt their pedagogy accordingly. How can we use the survey and responsiveness from 2020 RL to 2021.
Documents that support this plan	FISO ContinuaForSchoolImprovement (1) Evaluation.docx (10.41 MB) FISO Improvement Model Dimensions-Evaluation 2020.docx (0.01 MB)

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 literacy outcomes for all students
Target 2.1	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN reading will increase from 24 per cent (2019) to 36 per cent (2023).
Target 2.2	By 2023 the percentage of Year 5 students achieving low growth in NAPLAN reading will decrease from 21 per cent (2019) to 15 per cent (2023).
Target 2.3	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN writing will increase from 21 per cent (2019) to 36 per cent (2023).

Target 2.4	By 2023 the percentage of students achieving an A or B in teacher judgements for reading and viewing will increase from 57 per cent (2018) to 65 per cent (2023).
Target 2.5	By 2023 the percentage of students achieving an A or B in teacher judgements for writing will increase from 38 per cent (2018) to 45 per cent (2023).
Target 2.6	By 2023 the percentage of students achieving an A or B in teacher judgements for speaking and listening will increase from 42 per cent (2018) to 50 per cent (2023).
Key Improvement Strategy 2.a Building practice excellence	Embed the whole school pedagogical approach consistently to the teaching of reading in order to promote high quality teaching and learning
Key Improvement Strategy 2.b Building practice excellence	Embed a data inquiry cycle to build teacher practice and collaboration
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum
Key Improvement Strategy 2.d Evaluating impact on learning	Evaluate the Mount Pleasant Road PS reading program to assess the impact on student outcomes
Key Improvement Strategy 2.e Evidence-based high-impact teaching strategies	Evaluate the HITS across the Continua (Setting Goals, Explicit Teaching, Worked Examples, Questioning, Feedback, Differentiated Teaching).
Key Improvement Strategy 2.f	Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum for EAL students.

Curriculum planning and assessment	
Goal 3	To improve numeracy outcomes for all students
Target 3.1	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN numeracy will increase from 21 per cent (2019) to 33 per cent (2023).
Target 3.2	By 2023 the percentage of Year 5 students achieving low growth in NAPLAN numeracy will decrease from 15 per cent (2019) to 10 per cent (2023).
Target 3.3	By 2023 the percentage of Year 5 students in the top two bands for NAPLAN numeracy will increase from 42 per cent (2019) to 52 per cent (2023).
Target 3.4	By 2023 the percentage of students achieving an A or B in teacher judgements for number and algebra will increase from 48 per cent (2018) to 53 per cent (2023).
Target 3.5	By 2023 the percentage of students achieving an A or B in teacher judgements for measurement and geometry will increase from 42 per cent (2018) to 47 per cent (2023).
Target 3.6	By 2023 the percentage of students achieving an A or B in teacher judgements for statistics and probability will increase from 42 per cent (2018) to 47 per cent (2023).

Key Improvement Strategy 3.a Curriculum planning and assessment	Build teacher capacity to use data and a range of assessment strategies to teach to a student's point of learning
Key Improvement Strategy 3.b Building practice excellence	Develop a deeper understanding of the maths proficiency strands, content knowledge and teaching practices to support student progress in mathematics
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Evaluate the HITS across the Continua (Setting Goals, Explicit Teaching, Worked Examples, Feedback, Differentiated Teaching).
Goal 4	To improve wellbeing and engagement in learning for all students
Target 4.1	<p>To improve the following factors on the AToSS:</p> <ol style="list-style-type: none"> 1. Motivation and interest from 78 per cent (2019) to 85 per cent in (2023). 2. Student voice and agency from 70 per cent (2019) to 80 per cent (2023). 3. Teacher concern from 75 per cent (2019) to 85 per cent (2023). 4. Resilience from 75 per cent (2019) to 85 per cent (2023) <p>To improve the following factors on the POS</p> <ol style="list-style-type: none"> 1. My child has been bullied recently at school 68% positive (2019) 80% positive by (2023)
Key Improvement Strategy 4.a Empowering students and building school pride	Build teacher capacity to activate student voice and agency within the classroom, school and community
Key Improvement Strategy 4.b Health and wellbeing	Embed a whole school wellbeing framework, including scheduled opportunities for evaluating its impact

<p>Key Improvement Strategy 4.c Health and wellbeing</p>	<p>Use the FISO improvement cycle to establish a range of data sources to monitor student engagement and wellbeing.</p>
<p>Key Improvement Strategy 4.d Building communities</p>	<p>Continue to develop and extend the real world, including global, learning opportunities</p>
<p>Key Improvement Strategy 4.e Setting expectations and promoting inclusion</p>	<p>Implement the Respectful Relationships Initiative to embed a culture of respect and equality across the entire school community.</p>

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	To provide catch-up and extension learning opportunities for students who were impacted by COVID-19 during 2020 based on Goal 2 and 3 data.
To improve literacy outcomes for all students	Yes	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN reading will increase from 24 per cent (2019) to 36 per cent (2023).	By 2021 the percentage of Year 5 students achieving high growth in NAPLAN reading will increase from 24 per cent (2019) to 32 per cent (2021).
		By 2023 the percentage of Year 5 students achieving low growth in NAPLAN reading will decrease from 21 per cent (2019) to 15 per cent (2023).	Not a focus in 2021
		By 2023 the percentage of Year 5 students achieving high growth in NAPLAN writing will increase from 21 per cent (2019) to 36 per cent (2023).	Not a focus in 2021

		By 2023 the percentage of students achieving an A or B in teacher judgements for reading and viewing will increase from 57 per cent (2018) to 65 per cent (2023).	By 2021 the percentage of students achieving an A or B in teacher judgements for reading and viewing will increase from 57 per cent (2018) to 60 per cent (2021).
		By 2023 the percentage of students achieving an A or B in teacher judgements for writing will increase from 38 per cent (2018) to 45 per cent (2023).	By 2021 the percentage of students achieving an A or B in teacher judgements for writing will increase from 38 per cent (2018) to 40 per cent (2021).
		By 2023 the percentage of students achieving an A or B in teacher judgements for speaking and listening will increase from 42 per cent (2018) to 50 per cent (2023).	By 2021 the percentage of students achieving an A or B in teacher judgements for speaking and listening will increase from 42 per cent (2018) to 44 per cent (2021).
To improve numeracy outcomes for all students	Yes	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN numeracy will increase from 21 per cent (2019) to 33 per cent (2023).	By 2021 the percentage of Year 5 students achieving high growth in NAPLAN numeracy will increase from 21 per cent (2019) to 25 per cent (2023).
		By 2023 the percentage of Year 5 students achieving low growth in NAPLAN numeracy will decrease from 15 per cent (2019) to 10 per cent (2023).	By 2021 the percentage of Year 5 students achieving low growth in NAPLAN numeracy will decrease from 15 per cent (2019) to 13 per cent (2021).
		By 2023 the percentage of Year 5 students in the top two bands for NAPLAN numeracy will increase from 42 per cent (2019) to 52 per cent (2023).	By 2021 the percentage of Year 5 students in the top two bands for NAPLAN numeracy will increase from 42 per cent (2019) to 45 per cent (2021).

		By 2023 the percentage of students achieving an A or B in teacher judgements for number and algebra will increase from 48 per cent (2018) to 53 per cent (2023).	By 2021 the percentage of students achieving an A or B in teacher judgements for number and algebra will increase from 48 per cent (2018) to 53 per cent (2021).
		By 2023 the percentage of students achieving an A or B in teacher judgements for measurement and geometry will increase from 42 per cent (2018) to 47 per cent (2023).	By 2021 the percentage of students achieving an A or B in teacher judgements for measurement and geometry will increase from 42 per cent (2018) to 45 per cent (2021).
		By 2023 the percentage of students achieving an A or B in teacher judgements for statistics and probability will increase from 42 per cent (2018) to 47 per cent (2023).	By 2021 the percentage of students achieving an A or B in teacher judgements for statistics and probability will increase from 42 per cent (2018) to 45 per cent (2021).
To improve wellbeing and engagement in learning for all students	Yes	<p>To improve the following factors on the AToSS:</p> <ol style="list-style-type: none"> 1. Motivation and interest from 78 per cent (2019) to 85 per cent in (2023). 2. Student voice and agency from 70 per cent (2019) to 80 per cent (2023). 3. Teacher concern from 75 per cent (2019) to 85 per cent (2023). 4. Resilience from 75 per cent (2019) to 85 per cent (2023) <p>To improve the following factors on the POS</p> <ol style="list-style-type: none"> 1. My child has been bullied recently at school 68% positive (2019) 80% positive by (2023) 	<p>To improve the following factors on the AToSS:</p> <ol style="list-style-type: none"> 1. Student voice and agency from 70 per cent (2019) to 75 per cent in 2021. 2. Teacher concern from 75 per cent (2019) to 78 per cent in 2021. <p>To improve the following factors on the POS:</p> <ol style="list-style-type: none"> 1. My child has been bullied recently at school 68% positive (2019) to 72% positive by 2021.

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Goal 1	2021 Priorities Goal		
12 Month Target 1.1	To provide catch-up and extension learning opportunities for students who were impacted by COVID-19 during 2020 based on Goal 2 and 3 data.		
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 literacy outcomes for all students		
12 Month Target 2.1	By 2021 the percentage of Year 5 students achieving high growth in NAPLAN reading will increase from 24 per cent (2019) to 32 per cent (2021).		

12 Month Target 2.2	Not a focus in 2021	
12 Month Target 2.3	Not a focus in 2021	
12 Month Target 2.4	By 2021 the percentage of students achieving an A or B in teacher judgements for reading and viewing will increase from 57 per cent (2018) to 60 per cent (2021).	
12 Month Target 2.5	By 2021 the percentage of students achieving an A or B in teacher judgements for writing will increase from 38 per cent (2018) to 40 per cent (2021).	
12 Month Target 2.6	By 2021 the percentage of students achieving an A or B in teacher judgements for speaking and listening will increase from 42 per cent (2018) to 44 per cent (2021).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Embed the whole school pedagogical approach consistently to the teaching of reading in order to promote high quality teaching and learning	Yes
KIS 2 Building practice excellence	Embed a data inquiry cycle to build teacher practice and collaboration	No
KIS 3 Curriculum planning and assessment	Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum	Yes
KIS 4 Evaluating impact on learning	Evaluate the Mount Pleasant Road PS reading program to assess the impact on student outcomes	No
KIS 5 Evidence-based high-impact teaching strategies	Evaluate the HITS across the Continua (Setting Goals, Explicit Teaching, Worked Examples, Questioning, Feedback, Differentiated Teaching).	No
KIS 6 Curriculum planning and assessment	Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum for EAL 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.	Mount Pleasant Road Primary School adopted a new reading model in 2018 after research into evidence based reading practices. The model was initially implemented in Years 3-6 and was then adopted in Year 1/2. The next step is to embed this reading program. In order to address this key improvement strategy the school will do the following: - EAL audit and new curriculum implementation - embedding the reading pedagogical approach - build teacher capacity to use data to differentiate the curriculum (particularly with our high achieving readers)	
Goal 3	To improve numeracy outcomes for all students	
12 Month Target 3.1	By 2021 the percentage of Year 5 students achieving high growth in NAPLAN numeracy will increase from 21 per cent (2019) to 25 per cent (2023).	
12 Month Target 3.2	By 2021 the percentage of Year 5 students achieving low growth in NAPLAN numeracy will decrease from 15 per cent (2019) to 13 per cent (2021).	
12 Month Target 3.3	By 2021 the percentage of Year 5 students in the top two bands for NAPLAN numeracy will increase from 42 per cent (2019) to 45 per cent (2021).	
12 Month Target 3.4	By 2021 the percentage of students achieving an A or B in teacher judgements for number and algebra will increase from 48 per cent (2018) to 53 per cent (2021).	
12 Month Target 3.5	By 2021 the percentage of students achieving an A or B in teacher judgements for measurement and geometry will increase from 42 per cent (2018) to 45 per cent (2021).	
12 Month Target 3.6	By 2021 the percentage of students achieving an A or B in teacher judgements for statistics and probability will increase from 42 per cent (2018) to 45 per cent (2021).	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Curriculum planning and assessment	Build teacher capacity to use data and a range of assessment strategies to teach to a student's point of learning	Yes
KIS 2 Building practice excellence	Develop a deeper understanding of the maths proficiency strands, content knowledge and teaching practices to support student progress in mathematics	Yes

KIS 3 Evidence-based high-impact teaching strategies	Evaluate the HITS across the Continua (Setting Goals, Explicit Teaching, Worked Examples, Feedback, Differentiated Teaching).	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.	An analysis of the NAPLAN results indicated that matched cohort high growth from Year 3 to Year 5 for Numeracy had declined from 47 per cent (2013–15) to 18 per cent (2016–18). Consideration of the teacher judgement data for all areas of numeracy over the period of the SSP indicated declining results for students in the top two bands. Numeracy was therefore identified as an area requiring focus for the next SSP. As NAPLAN data has not been available in 2021 we have chosen to focus on aligning Teacher Judgments with summative assessment data, including, EA and PAT	
Goal 4	To improve wellbeing and engagement in learning for all students	
12 Month Target 4.1	To improve the following factors on the AToSS: 1.Student voice and agency from 70 per cent (2019) to 75 per cent in 2021. 2.Teacher concern from 75 per cent (2019) to 78 per cent in 2021. To improve the following factors on the POS: 1. My child has been bullied recently at school 68% positive (2019) to 72% positive by 2021.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build teacher capacity to activate student voice and agency within the classroom, school and community	Yes
KIS 2 Health and wellbeing	Embed a whole school wellbeing framework, including scheduled opportunities for evaluating its impact	Yes
KIS 3 Health and wellbeing	Use the FISO improvement cycle to establish a range of data sources to monitor student engagement and wellbeing.	No
KIS 4	Continue to develop and extend the real world, including global, learning opportunities	No

Building communities		
KIS 5 Setting expectations and promoting inclusion	Implement the Respectful Relationships Initiative to embed a culture of respect and equality across the entire school 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>Build teacher capacity to activate student voice and agency within the classroom, school and community Implement the Respectful Relationships Initiative to embed a culture of respect and equality across the entire school community.</p> <p>Mount Pleasant Road Primary School introduced Respectful Relationships in 2019 and now is the lead school for the initiative. We will support other local schools to implement the program and provide opportunities for professional learning across the schools. The Wellbeing School Improvement Team will be responsible for developing the initiative across the school and raise awareness within the school community. The aim is to embed equality and respect across the school and challenge stereotypes.</p>	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	To provide catch-up and extension learning opportunities for students who were impacted by COVID-19 during 2020 based on Goal 2 and 3 data.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> - review data to determine specific groupings - employ experienced teacher/Learning Specialist for tutoring 'catch-up' program - prioritise curriculum essentials - establish support staff to inform targeted planning - provide PL on targeted teaching in small groups - identify success indicators
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> - improved learning outcomes - know their next steps and how to progress towards learning goals - understand personal learning data - understand and employ a Growth Mindset <p>Teachers:</p> <ul style="list-style-type: none"> - connect Teacher Judgements to formal assessment data (Essential Assessment, PAT, NAPLAN, Maths Online Interview, Summative Assessment Overviews) - develop an understanding of curriculum essentials to ensure mastery - undergo Professional Learning on sharing assessment data with students - establish processes for regular moderation of assessment - engage with student data wall to personalise learning data <p>Leaders:</p> <ul style="list-style-type: none"> - provide professional learning (sharing assessment data with students, using flexible grouping, data and curriculum literacy) - collect and analyse level data to support classroom teachers in planning and monitoring student progress <p>Community:</p>

	<ul style="list-style-type: none"> - parents will understand their child's progression in mathematics -parents will have an understanding of how to support their child's Growth Mindset 			
Success Indicators	<ul style="list-style-type: none"> - Assessment Data: Teacher Judgements, Essential Assessment, PAT, Maths Online Interview, Summative Assessment Overview, Data Wall - Student Mindset Survey - Attitudes to Schools Survey (self-perception of learning) - Parent survey (in response to Maths Information Evening/Workshop) - Staff will have established criteria for identifying students requiring individual and tailored support - Staff will have established a structure for regular moderation of numeracy assessment - Staff will show improved confidence in managing and assessing student data (including data wall) and using it to inform planning 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
- employ experienced teacher/Learning Specialist for tutoring 'catch-up' program	<input 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
<ul style="list-style-type: none"> - review data to determine specific groupings - prioritise curriculum essentials - identify success indicators 	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
- establish support staff to inform targeted planning	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> - provide PL on targeted teaching in small groups - provide professional learning (sharing assessment data with students, using flexible grouping, data and curriculum literacy) 	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input type="checkbox"/> School Improvement Team		to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<ul style="list-style-type: none"> -establish a Health and Wellbeing team to oversee programs, staff support and track students -establish an agreed approach to monitoring and responding to student mental health and wellbeing concerns -implement the tiers of intervention for Wellbeing -ensuring at least two hours of physical activity per week. Include one hour timetabled PE lesson and one hour of classroom fitness/sport 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -seek support when needed -participate in the Respectful Relationship program with a focus on help seeking -training in the Let's Talk program and continuing to embed the program across the school -know how to support a friend -describe typical 2020 experiences (and future) in a balanced, optimistic manner-circle times -have the opportunity to attend Lunch Time Clubs including Games Group <p>Teachers will:</p> <ul style="list-style-type: none"> -ensure students know where to go for help and information-provided through school based programs-'Let's Talk' -ensure students know what providing effective support means -explicitly teach and provide opportunities for students to practise the skills to seek support -establish a class narrative that fosters positive mental health and normalises support seeking-Wellbeing learning tasks <p>Leaders will:</p> <ul style="list-style-type: none"> -provide structures that provide required support mechanisms -train staff in provision of support, such as the Let's Talk program -modify position description to build into a role -develop a school-wide narrative that fosters positive mental health and normalises support seeking -set the value of Inclusion to be the focus for Term 1 2021 - through student leaders meetings/forums will give feedback on programs in place and gaps. 			
Success Indicators	<ul style="list-style-type: none"> -students are able to seek help when needed -Attitude to School survey results 			

	-Sentral negative incidents are tracked -Positive attendance data is maintained form 2019			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
establish a Health and Wellbeing team to oversee programs, staff support and track students	<input type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
establish an agreed approach to monitoring and responding to student mental health and wellbeing concerns	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
implement the tiers of intervention for Wellbeing	<input type="checkbox"/> All Staff <input type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ensuring at least two hours of physical activity per week. Include one hour timetabled PE lesson and one hour of classroom fitness/sport	<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$33,800.00 <input type="checkbox"/> Equity funding will be used
-training in the Let's Talk program and continuing to embed the program across the school	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

-set the value of Inclusion to be the focus for Term 1 2021	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
- through student leaders meetings/forums will give feedback on programs in place and gaps.	<input type="checkbox"/> All Staff <input type="checkbox"/> Leadership Team	<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	Strengthen and embed the school-wide approach to communication with parents/ carers Facilitate parent/ student forums and information sessions on Respectful Relationships, bullying (including cyber bullying) and intervention			
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> -participate in forums to discuss topics such as connectedness and wellbeing -be supported at their point of need through IEPs, lunch time clubs (ie. social skills groups) (response to intervention) -participate in student surveys (SOS, AtoSS, etc) -connect with the community through inquiry learning <p>Teachers will</p> <ul style="list-style-type: none"> - facilitate student surveys to collect data on student connectedness - plan and deliver lessons from Respectful Relationships that promote student connectedness - facilitate community connections through inquiry learning <p>Leaders will</p> <ul style="list-style-type: none"> - facilitate parent/ student forums and information sessions on Respectful Relationships, bullying (including cyber bullying) and intervention - ensure the school's methods of communication (ie. newsletter and instagram) promote connectedness - facilitate surveys (AtoSS, POS etc) that collect data on student and parent connectedness 			

	-support teachers to facilitate community connections			
Success Indicators	Positive responses to survey questions regarding student connectedness in surveys including AtoSS and SOS. Positive responses to survey questions regarding family/parent connectedness in surveys including the parent opinion survey. Calendar of events reflects parent/ student forums and information sessions on Respectful Relationships, bullying (including cyber bullying) and intervention. Notes/ minutes from student forums.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Facilitate student forums on topics including wellbeing and connectedness	<input type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Support students at their point of need through IEPs, SSGs, lunchtime clubs, etc. (Response to Intervention)	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Facilitate student surveys including AtoSS and SOS	<input type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Plan and deliver lessons from Respectful Relationships that promote student connectedness	<input 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

Facilitate parent/ student forums and information sessions on Respectful Relationships, bullying (including cyber bullying) and intervention	<input type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Promote school connectedness through the school newsletter and social media	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Create a calendar of events that includes parent/ student forums and information sessions on Respectful Relationships, bullying (including cyber bullying) and intervention.	<input type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Facilitate students making connections with community through inquiry learning	<input type="checkbox"/> Leadership Team <input 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
Goal 2	To improve literacy outcomes for all students			
12 Month Target 2.1	By 2021 the percentage of Year 5 students achieving high growth in NAPLAN reading will increase from 24 per cent (2019) to 32 per cent (2021).			
12 Month Target 2.2	Not a focus in 2021			
12 Month Target 2.3	Not a focus in 2021			
12 Month Target 2.4	By 2021 the percentage of students achieving an A or B in teacher judgements for reading and viewing will increase from 57 per cent (2018) to 60 per cent (2021).			

12 Month Target 2.5	By 2021 the percentage of students achieving an A or B in teacher judgements for writing will increase from 38 per cent (2018) to 40 per cent (2021).
12 Month Target 2.6	By 2021 the percentage of students achieving an A or B in teacher judgements for speaking and listening will increase from 42 per cent (2018) to 44 per cent (2021).
KIS 1 Building practice excellence	Embed the whole school pedagogical approach consistently to the teaching of reading in order to promote high quality teaching and learning
Actions	<ul style="list-style-type: none"> - EAL audit and new curriculum implementation - embedding the reading pedagogical approach - build teacher capacity to use data to differentiate the curriculum (particularly with our high achieving readers) - implement a targeted EAL program
Outcomes	<p>Students Will:</p> <ul style="list-style-type: none"> - have a clear understanding of what their next step will be based on assessment data - monitor their own progress of individual learning goals - select differentiated tasks that cater to their learning ability and needs - be able to clearly articulate their learning goal in Reading and know the steps they need to take to be successful - display the confidence and willingness to contribute ideas and make decisions about what and how they learn - engage in differentiated learning tasks <p>Teachers Will:</p> <ul style="list-style-type: none"> - participate in collegiate support program, including learning walks to discuss and reflect on teaching approaches to target specific students - participate in Professional Learning Communities to utilize the analyse of a variety of different reading data including PROBE, PAT and running records to identify areas of student need and inform classroom practice - schedule assessment moderation to ensure there is consistency - allow for and plan differentiated tasks in planning documents with students needing support and extension identified - embed student groupings as fluid and flexible depending on learning goals - enable students to negotiate assessment methods to their learning goals <p>Leadership Will:</p> <ul style="list-style-type: none"> - use the Collegiate Support Program - Learning Walks to gather data to inform, give feedback and improve practice - continue to employ Learning Specialists and leaders to attend PLC's and SIT meetings for coaching and mentoring purposes - monitoring planning documents to ensure that there is consistency across all year levels through the creation of non-negotiables - have an EIL come out and support teachers in our research on catering for high achieving readers

Success Indicators	<ul style="list-style-type: none"> - teacher judgements for achievement of targets 1.1, 1.4, 1.5 and 1.6 - reduce the number of students identified on the EAL curriculum - implement a targeted EAL program - robust process via entry and exit meetings to identify students on the EAL curriculum - creation of documented non-negotiables 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Employ a Learning Specialist to further support teachers to different teaching practice	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$110,000.00 <input type="checkbox"/> Equity funding will be used
Staff teams synthesize multiple evidence sources of reading data to get an in-depth understanding of students' progress	<input type="checkbox"/> All Staff <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Track student progress using the Data Wall	<input type="checkbox"/> All Staff <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Curriculum day professional learning on VCOP training	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$4,000.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
To hold entry and exit meetings for EAL curriculum	<input type="checkbox"/> All Staff <input type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Phonograms professional development with staff	<input type="checkbox"/> All Staff <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
Professional observations of other schools about how they share data with their students	<input type="checkbox"/> All Staff <input type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Facilitate the Tutor Learning Program with an experienced teacher and learning specialist overseeing the program	<input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum			
Actions	See KIS 2.a			

Outcomes	See KIS 2.a				
Success Indicators	See KIS 2.a				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
See KIS 2.a	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used	
KIS 3 Curriculum planning and assessment	Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum for EAL students.				
Actions	See KIS 2.a				
Outcomes	See KIS 2.a				
Success Indicators	See KIS 2.a				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
See KIS 2.a	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used	
Goal 3	To improve numeracy outcomes for all students				
12 Month Target 3.1	By 2021 the percentage of Year 5 students achieving high growth in NAPLAN numeracy will increase from 21 per cent (2019) to 25 per cent (2023).				

12 Month Target 3.2	By 2021 the percentage of Year 5 students achieving low growth in NAPLAN numeracy will decrease from 15 per cent (2019) to 13 per cent (2021).
12 Month Target 3.3	By 2021 the percentage of Year 5 students in the top two bands for NAPLAN numeracy will increase from 42 per cent (2019) to 45 per cent (2021).
12 Month Target 3.4	By 2021 the percentage of students achieving an A or B in teacher judgements for number and algebra will increase from 48 per cent (2018) to 53 per cent (2021).
12 Month Target 3.5	By 2021 the percentage of students achieving an A or B in teacher judgements for measurement and geometry will increase from 42 per cent (2018) to 45 per cent (2021).
12 Month Target 3.6	By 2021 the percentage of students achieving an A or B in teacher judgements for statistics and probability will increase from 42 per cent (2018) to 45 per cent (2021).
KIS 1 Curriculum planning and assessment	Build teacher capacity to use data and a range of assessment strategies to teach to a student's point of learning
Actions	Build teacher capacity and data literacy to align teacher judgements with summative assessment data Continue to utilise Learning Specialists to support teachers to differentiate teaching practice. Embed learning sequence provided by Sue Fine Continue to employ a numeracy consultant to work with the whole staff and teams of teachers. Continue to consult EIL's and SEIL to give input on Data, Learning Walks and practice.
Outcomes	Students will: have the opportunity to reinforce skills and understandings independently and with their peers have a growth mindset and understand the learning pit/dip track and measure their own learning growth participate in curriculum planning and feedback on learning programs where appropriate Teachers will: Embed flexible grouping reflective of student needs provide reflective opportunities to assess student mindset and engagement share assessment data with students where suitable and use this to create learning goals (Pivot & Essential) create effective Learning Intentions and Success Criteria Leaders will

	continue to employ Maths Consultant to work with whole staff and teams conduct Learning Walks targeted towards Maths provide professional development on creating effective Learning Intentions and Success Criteria consult EIL's and SEIL to give input on Data, Learning Walks and practice			
Success Indicators	Progress towards student targets indicated by NAPLAN Data Progress towards student targets indicated by Teacher Judgement Data (student targets) Closer alignment of teacher judgements (targets 2.4, 2.5, 2.6) to summative assessment data (including PAT, NAPLAN, EA) - PLC inquiry cycles - Learning walk observations - Data Wall			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide professional learning on learning intentions and success criteria	<input type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage a numeracy consultant to work with staff	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Facilitate learning walks within the school	<input type="checkbox"/> All Staff <input type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Facilitate lesson observations within the school and of high achieving schools	<input type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Continue to employ learning specialists to support teachers to differentiate teaching practice	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$33,000.00 <input type="checkbox"/> Equity funding will be used
Facilitate the Tutor Learning Program with an experienced teacher and learning specialist overseeing the program	<input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Numeracy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <input type="checkbox"/> Equity funding will be used
Consult EIL/ SEIL to give input on Data, Learning Walks and practice	<input type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to use formative and summative assessment tools to support students to track and measure their own learning growth and for teachers to share assessment data with students.	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Develop a deeper understanding of the maths proficiency strands, content knowledge and teaching practices to support student progress in mathematics			
Actions	See KIS 3.a			
Outcomes	See KIS 3.a			

Success Indicators	See KIS 3.a			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
See KIS 3.a	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Evidence-based high-impact teaching strategies	Evaluate the HITS across the Continua (Setting Goals, Explicit Teaching, Worked Examples, Feedback, Differentiated Teaching).			
Actions	See KIS 3.a			
Outcomes	See KIS 3.a			
Success Indicators	See KIS 3.a			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
See KIS 3.a	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 4	To improve wellbeing and engagement in learning for all students			
12 Month Target 4.1	To improve the following factors on the AToSS: 1.Student voice and agency from 70 per cent (2019) to 75 per cent in 2021. 2.Teacher concern from 75 per cent (2019) to 78 per cent in 2021.			

	To improve the following factors on the POS: 1. My child has been bullied recently at school 68% positive (2019) to 72% positive by 2021.
KIS 1 Empowering students and building school pride	Build teacher capacity to activate student voice and agency within the classroom, school and community
Actions	<ul style="list-style-type: none"> - embed a whole school approach to wellbeing and establish a leadership team that will oversee initiatives - make connections to wider community to enhance student learning - plan a sequence of parent engagement and information sessions around bullying (inc. cyberbullying) and intervention
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - identify strategies for help-seeking - challenge gender stereotypes - use appropriate vocabulary to understand strengths and positive qualities in themselves and others - have the opportunity to participate in regular survey data analysis - give teachers feedback on the effectiveness of teaching and learning strategies <p>Teachers will:</p> <ul style="list-style-type: none"> - reflect on the effectiveness of their practice using student feedback, peer feedback and achievement data, and take action as required to improve practice - embed the practice of providing students with the opportunity to analyse surveys - use relevant data and information collected and analyze by gender to understand how to address gender inequality - use language that is equitable and respectful and does not consciously promote gender stereotypes - regularly review curriculum content across the curriculum areas to ensure equal representation of gender, experiences, knowledge and skills <p>Leadership will:</p> <ul style="list-style-type: none"> - facilitate student forums to discuss strategies - plan a sequence of parent engagement and information sessions around bullying (inc. cyberbullying) and intervention - establish a leadership wellbeing team (staff) - provide opportunities to engage in reflections and progress assessment of Respectful Relationships in staff meetings - continue to engage the community in Respectful Relationships (RR) through the school newsletter and Instagram
Success Indicators	To improve the following factors on the AToSS: 1.Student voice and agency from 70 per cent (2019) to 75 per cent in 2021. 2. Teacher concern from 75 per cent (2019) to 78 per cent in 2021. To improve the following factors on the POS: 1. My child has been bullied recently at school 68% positive (2019) to 72% positive by 2021. Evidence of RR in social media and school newsletter issues

	notes from student forums Notes from analysis from additional surveys Pivot data SIT Meeting minutes School calendar Pre- and post- staff survey data on equitable language			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
To improve the following factors on the AToSS: 1.Student voice and agency from 70 per cent (2019) to 75 per cent in 2021. 2.Teacher concern from 75 per cent (2019) to 78 per cent in 2021. To improve the following factors on the POS: 1. My child has been bullied recently at school 68% positive (2019) to 72% positive by 2021.	<input type="checkbox"/> Leadership Team <input 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
Evidence of RR in social media and school newsletter issues	<input type="checkbox"/> School Improvement Team <input 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
Facilitate student forums	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Analysing data from additional surveys	<input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Administering Pivot survey and analysing data	<input type="checkbox"/> Student(s) <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$4,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Facilitate regular SIT meetings with targeted focuses (inc. planning for RR Communities of Practice with potential PD)	<input type="checkbox"/> Leadership Team <input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Organise community events throughout the year to promote community engagement	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Create & analyse pre- and post- staff survey data on equitable language (Term 1 & Term 4 data)	<input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establishing a Wellbeing Leadership team	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Plan a sequence of parent engagement and information sessions around bullying (inc. cyberbullying) and intervention	<input type="checkbox"/> Leadership Team <input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Engagement & Wellbeing SIT Leaders to attend RR Communities of Practice	<input type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$4,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Staff and student Gender Audit	<input type="checkbox"/> Student(s) <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Embed a whole school wellbeing framework, including scheduled opportunities for evaluating its impact			
Actions	See 4.a			
Outcomes	See 4.a			
Success Indicators	See 4.a			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
See 4.a	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Setting expectations and promoting inclusion	Implement the Respectful Relationships Initiative to embed a culture of respect and equality across the entire school community.			
Actions	See 4.a			
Outcomes	See 4.a			

Success Indicators	See 4.a			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
See 4.a	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$0.00	\$0.00

Activities and Milestones

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

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
- provide PL on targeted teaching in small groups - provide professional learning (sharing assessment data with students, using flexible grouping, data and curriculum literacy)	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Demonstration lessons	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice	<input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> High Impact Teaching Strategies (HITS)	<input type="checkbox"/> On-site
-training in the Let's Talk program and continuing to embed the program across the school	<input type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input type="checkbox"/> Student voice, including input and feedback	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> External consultants Jaitha - Let's Talk	<input type="checkbox"/> On-site
Employ a Learning Specialist to further support teachers to different teaching practice	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Principal	from: Term 1 to: Term 4	<input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Demonstration lessons	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day	<input type="checkbox"/> Teaching partners <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site
Curriculum day professional learning on VCOP training	<input type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input type="checkbox"/> Curriculum development	<input type="checkbox"/> Whole School Pupil Free Day	<input type="checkbox"/> External consultants Andrell Education	<input type="checkbox"/> On-site

To hold entry and exit meetings for EAL curriculum	<input type="checkbox"/> All Staff <input type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Literacy Leaders	<input type="checkbox"/> On-site
Provide professional learning on learning intentions and success criteria	<input type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input type="checkbox"/> Planning	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> High Impact Teaching Strategies (HITS) <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site
Engage a numeracy consultant to work with staff	<input type="checkbox"/> Principal	from: Term 2 to: Term 2	<input type="checkbox"/> Planning <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Whole School Pupil Free Day	<input type="checkbox"/> External consultants Sue Fine	<input type="checkbox"/> On-site
Facilitate learning walks within the school	<input type="checkbox"/> All Staff <input type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input type="checkbox"/> Peer observation including feedback and reflection	<input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Internal staff <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site
Facilitate lesson observations within the school and of high achieving schools	<input type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection	<input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> PLC Initiative <input type="checkbox"/> Learning Specialist	<input type="checkbox"/> Off-site High Performing Schools in Maths as identified in

						Panorama - Camelot Rise
Continue to employ learning specialists to support teachers to differentiate teaching practice	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Demonstration lessons	<input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> Learning Specialist	<input type="checkbox"/> On-site
Continue to use formative and summative assessment tools to support students to track and measure their own learning growth and for teachers to share assessment data with students.	<input type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Student voice, including input and feedback	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day	<input type="checkbox"/> Internal staff <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site
Administering Pivot survey and analysing data	<input type="checkbox"/> Student(s) <input type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Student voice, including input and feedback	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
Engagement & Wellbeing SIT Leaders to attend RR Communities of Practice	<input type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input type="checkbox"/> Curriculum development	<input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice	<input type="checkbox"/> Departmental resources RRRR program	<input type="checkbox"/> Off-site Partnership Schools