

Annual Implementation Plan - 2019
Define Actions, Outcomes and Activities
Roberts McCubbin Primary School (5419)



CREATIVITY. ENDEAVOUR. TRUST. HONESTY. FRIENDLINESS. RESPECT.

Define Actions, Outcomes and Activities

Goal 1	To improve student growth in literacy																																						
12 Month Target 1.1	<p>NAPLAN</p> <table border="1" data-bbox="617 443 1439 646"> <thead> <tr> <th rowspan="2">NAPLAN</th> <th colspan="3">High %</th> </tr> <tr> <th>2018</th> <th>2019</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Reading High Growth</td> <td>25%</td> <td>27%</td> <td>35%</td> </tr> <tr> <td>Writing High Growth</td> <td>38%</td> <td>39%</td> <td>40%</td> </tr> </tbody> </table> <p>2019 NAPLAN relative high growth in Reading from 25% to 28%</p> <p>2019 NAPLAN relative high growth in Writing to remain at or above 38% (was 18% in 2017, 38% in 2018).</p> <table border="1" data-bbox="617 814 1439 1102"> <thead> <tr> <th rowspan="2">NAPLAN</th> <th colspan="3">Top 2 Bands</th> </tr> <tr> <th>2018</th> <th>2019</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Year 3 Reading Top 2 Bands</td> <td>65%</td> <td>67%</td> <td>70%</td> </tr> <tr> <td>Year 5 Reading Top 2 Bands</td> <td>50%</td> <td>52%</td> <td>55%</td> </tr> <tr> <td>Year 3 Writing Top 2 Bands</td> <td>59%</td> <td>61%</td> <td>65%</td> </tr> <tr> <td>Year 5 Writing Top 2 Bands</td> <td>23%</td> <td>25%</td> <td>30%</td> </tr> </tbody> </table> <p>Increase to 67% in top two bands in Year 3 Reading in 2019 NAPLAN (was 48% in 2017)</p> <p>Increase to 52% in top two bands in Year 5 Reading in 2019 NAPLAN (was 36% in 2017)</p> <p>Increase to 61% in top two bands in Year 3 Writing in 2019 NAPLAN (was 50% in 2017)</p> <p>Increase to 25% in top two bands in Year 5 Writing in 2019 NAPLAN (was 12% in 2017)</p>	NAPLAN	High %			2018	2019	2022	Reading High Growth	25%	27%	35%	Writing High Growth	38%	39%	40%	NAPLAN	Top 2 Bands			2018	2019	2022	Year 3 Reading Top 2 Bands	65%	67%	70%	Year 5 Reading Top 2 Bands	50%	52%	55%	Year 3 Writing Top 2 Bands	59%	61%	65%	Year 5 Writing Top 2 Bands	23%	25%	30%
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12 Month Target 1.2	<p>Staff Opinion Survey</p> <p>Increase percentage positive endorsement of component 'Use of a Pedagogical Model' to 77% (75% in 2018, 2022 target >80%)</p>																																						
FISO Initiative	Excellence in Teaching & Learning																																						
<p>KIS 1 Build teacher knowledge and skills in evidence-based high impact teaching strategies (HITS).</p> <p>KIS 2 Refine and embed an instructional model of learning to create consistency of practice across the school.</p>	<ol style="list-style-type: none"> 1. Investigate current teacher knowledge and capacity to implement the HITS, beginning with the HITS of Structuring Lessons and Differentiated Learning 2. Build teacher capacity to implement a whole school approach to the writer's workshop model 3. Establish consistency of planning and teaching of reading and spelling, ensuring differentiation 4. Refine and establish consensus on implementation of whole school instructional model 5. Support teachers to improve their individual and collective capacity to improve student reading, writing and spelling outcomes 6. Build teacher capacity to identify, plan and teach to each student's individual point of need 																																						

Actions	<p>Principal Class / Leadership: Lead the implementation of HITS elements as identified by Point 1 above Lead the creation of a whole school curriculum plan document Investigate instructional models used within the network to refine and enhance our whole school instructional model Develop an enabling timetable to allow PLCs to focus on the clear and aligned approaches throughout the school</p> <p>Learning Specialist: Lead staff professional learning in developing a consistent approach to the writer workshop Ensure the instructional model is implemented in literacy throughout the school Lead the Literacy Committee and PLC Leaders to embed a clear and aligned curriculum plan Monitor student learning across the school Undertake professional learning on writing and facilitate implementation</p> <p>Teachers: Implement the whole school instructional model as agreed upon in each lesson incorporating feedback and questioning Ensure teaching practices are reflective of the HITS Ensure teaching is targeted to individual points of needs and track student progress to show growth Use conferences to work with students to set personal learning goals in Writing Develop a reading data wall which regularly tracks student learning</p> <p>Educational Support: Understand and assist teachers to implement the whole school instructional model</p>
Evidence of Impact	<p>STUDENTS WILL;</p> <p>Students will be able to articulate individual Learning Goals in Writing, developed through conferring with the teacher All students will know and be tracking their progress against their personal goals Students will be able to articulate whole class learning goals for reading and writing Students will be able to clearly see links between one literacy lesson and the next</p> <p>TEACHERS WILL;</p> <p>Use formative and summative assessment to track student learning growth, make cohort comparison and set learning goals Have a PDP goal relating to improving literacy learning Display in the classroom and use the agreed instructional model for literacy Show in literacy planners clear evidence of differentiation Demonstrate ongoing moderation activities during their PLCs to cater for differentiation Create a reading data wall which is purposeful, accurate and regularly updated</p> <p>PLC LEADERS WILL;</p> <p>Ensure planning is data driven and facilitate moderation within and across all year levels Ensure planning is consistent with the use of the whole school instructional model Mentor team members in implementing the instructional model and the HITS Provide Minutes for PLC meetings demonstrating focus on literacy improvement Work with staff to ensure the lessons are focused on student learning goals and include Learning Intentions and Success Criteria.</p> <p>SEIL will:</p> <p>Work closely with the Principal and School SIT, meeting at least once per term to assist the school in the review of the instructional model Use available data to analyse and interpret school performance indicators in order to assist schools undertake a robust self-evaluation Assist schools to evaluate the impact of their school improvement strategies on student outcomes</p>
Success Indicators	<p>Students will:</p> <p>Be able to articulate their learning based on the learning goals displayed Have an opportunity to receive targeted feedback Challenged through differentiated curriculum Set aspirational goals that are monitored and evaluated independently</p>

	<p>Teachers will:</p> <ul style="list-style-type: none"> Assist students to set aspirational literacy goals that are monitored and evaluated independently Embed the instructional model and the HITS that support student voice, agency and learning Teachers will co-design literacy learning opportunities with students to exercises authentic agency in their learning Display literacy learning goals and success criteria that is consistent across the whole school <p>School leaders will:</p> <ul style="list-style-type: none"> Ensure that HITS are evident throughout the school Observe best practice through the use of learning walks Facilitate and monitor professional development of the HITS and instructional model
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Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal Class <ul style="list-style-type: none"> Provide professional learning opportunities for staff Undertake regular learning walks to monitor progress of goal Lead the implementation of HITS elements Structuring Lessons and Differentiated Learning Guide implementation of staff PDP goals related to HITS Lead the refining and re-introduction of the Instructional Model Oversee and guide the creation of the whole-school Curriculum Plan 	Principal Assistant Principal	Yes	Terms 1&2	Professional Learning Budget
School Improvement Team: <ul style="list-style-type: none"> Model and drive the implementation of the instructional model in classrooms including feedback and questioning Lead or take a key role in an instructional team, focused on strategies to implement the HITS, the instructional model and the whole-school curriculum plan Lead the creation of whole-school curriculum plan 	Instructional Team Leaders Curriculum coordinator	Yes	Terms 1&2 (Curriculum plan begun term 1, complete by end of term 2)	Instructional Team Budgets
Learning Specialist: <ul style="list-style-type: none"> Lead professional learning focused on creating a whole-school consensus on models of teaching writing, reading & spelling Mentor staff and provide feedback on literacy lessons Identify and facilitate learning goals for students at risk of falling behind in literacy Keep up to date with best practice through attending Professional Learning and personal Professional Reading 	Literacy Learning Specialist	Yes	Primarily Term 1 but ongoing	Literacy Budget Professional Learning Budget
PLC Leaders: <ul style="list-style-type: none"> Ensure team planning documents and meeting minutes reflect implementation of HITS, Instructional Model and whole-school curriculum plan 	PLC Leaders	Yes	Ongoing	
Teachers: <ul style="list-style-type: none"> Ensure learning intentions and success criteria are visible for all lessons Prioritise reading and writing instruction when creating weekly class programs Participate in peer observation and feedback with colleagues based on aspects of HITS Refer to whole-school curriculum plan when planning lessons Implement agreed upon models of teaching reading and writing 	Teachers	Yes	Major focus term 1 but ongoing	

Goal 2	To improve student growth in numeracy																												
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12 Month Target 2.2	To increase the 2019 percentage positive endorsement in the Staff Opinion survey component 'Teacher Collaboration' to 67% (2017 was 56%, 2018 65%, 2022 target 70%)																												
FISO Initiative	Excellence in Teaching & Learning																												
<p>KIS 1 Build teacher knowledge and skills in data literacy.</p> <p>KIS2 Build teacher knowledge of Victorian Curriculum, Numeracy, in order for each student to meet their full potential</p>	<ol style="list-style-type: none"> 1. Develop a whole-school curriculum plan document for PLCs to reference in their planning 2. Audit existing summative assessments to establish whether data is being used to drive teaching and learning 3. Establish and refine formative assessment techniques to supplement existing summative assessments 4. Include explicit links to Victorian Curriculum in all planning documentation 5. Link Victorian Curriculum to student goals to enable tracking by students and teachers 6. Create whole school data tracking of Essential Assessment numeracy scores, mapped against Victorian Curriculum progression and NAPLAN data 																												
Actions	<p>Principal Class / Leadership:</p> <ul style="list-style-type: none"> Lead the creation of a whole-school curriculum plan Present school and student level numeracy data to PLCs and mentor teams on using data to drive planning, teaching and learning Present staff PL based around embedded formative assessment techniques and how to use embedded formative assessment to drive learning <p>Mathematics Instructional Team & Curriculum Coordinator:</p> <ul style="list-style-type: none"> Audit summative mathematics assessments to establish purpose and tracking applicability Create whole-school curriculum plan framed by the Victorian Curriculum Facilitate moderation of maths data within and across year levels <p>Teachers:</p>																												

	<p>Use numeracy data to track student growth and to drive planning Implement formative assessment techniques, including clear, relevant learning intentions</p> <p>Educational Support : Become familiar with whole-school curriculum plan</p>			
<p>Evidence of Impact</p>	<p>STUDENTS WILL;</p> <ul style="list-style-type: none"> • Be able to articulate clear, aspirational learning goals related to their learning of mathematics • Be able to track their progress against these goals • Understand the link between their assessments and their learning in mathematics • Be able to interpret ongoing reporting rubrics related to maths and explain these to their parents, linked to learning goals <p>TEACHERS WILL;</p> <ul style="list-style-type: none"> • Have a PDP goal related to using assessment to drive planning, teaching & learning • Ensure teaching is targeted to individual points of needs and track student progress to show growth • Once developed, ensure planning documentation references the whole-school curriculum plan • Planning documentation to reflect the use of embedded formative assessment linked to ongoing data tracking • Ensure planning documents incorporate differentiated evidence of Victorian Curriculum outcomes <p>LEADERS WILL;</p> <ul style="list-style-type: none"> • Leaders to have a PDP goal related to improving staff capacity with data • Lead PLC meetings, ensuring that planning for the teaching of mathematics is differentiated and driven by assessment and data • Mentor staff and lead observations demonstrating exemplary implementation of data and assessment driven, differentiated teaching • Minutes of PLC meetings will reflect an ongoing focus on the KIS <p>SEIL will:</p> <ul style="list-style-type: none"> • Work closely with the Principal and School SIT, meeting at least once per term to assist the school in the implementation of the curriculum plan • Use available data to analyse and interpret school performance indicators in order to assist schools undertake a robust self-evaluation • Assist schools to evaluate the impact of their school improvement strategies on student outcomes 			
<p>Success Indicators</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Gain ownership of their learning in mathematics • Have greater time exploring and solving mathematical problems and less time working on time consuming summative assessments • Be able to clearly articulate why they are working on their mathematical focus, linked to Victorian Curriculum driven learning goals • Be able to share their learning with parents, explaining what they have achieved linked to ongoing reporting, leading to increased parent satisfaction with Assessment and Reporting processes <p>Teachers will:</p> <ul style="list-style-type: none"> • Display consistent learning intentions for each maths session • Students and teachers will refer to learning intentions to guide their learning within maths sessions • Be able to articulate with accuracy the precise learning point of need for each student related to mathematics, linked to Victorian Curriculum outcomes • Be collaborating in PLCs on the data of cohorts as opposed to class-specific – indicated by consistency of approach across teams <p>School leaders will:</p> <ul style="list-style-type: none"> • Be able to collate and maintain assessment data that is reflective of consistency of approach and grounded in outcomes from Victorian Curriculum • Be able to link classroom practice and observations to specific elements of the whole school curriculum plan • Support teaching staff with professional learning linked to evidence based best-practice 			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Principal Class</p> <ul style="list-style-type: none"> • Provide professional learning opportunities on the use of formative assessment to drive teaching and learning • Undertake regular learning walks to monitor progress of goal • Guide implementation of staff PDP goals related to data and assessment • Observe PLC and Instructional meetings to monitor focus on Victorian Curriculum • Provide staff with school level data (eg NAPLAN) that can be used to inform teaching 	<p>Principal Assistant Principal</p>		<p>All year</p>	<p>Professional Learning Budget</p>

<ul style="list-style-type: none"> Oversee the tracking of whole school numeracy data 				
<p>Mathematics Instructional team:</p> <ul style="list-style-type: none"> Audit summative mathematics assessments to establish purpose and tracking applicability Create exemplars for the use of embedded formative assessment in maths planning and teaching Plan for peer observations based on data driven differentiation 	Maths Instructional Team		From term 1	
<p>PLC Leaders:</p> <ul style="list-style-type: none"> Co-construct team PDP goal related to data and differentiation Ensure maths planning documents and meeting minutes reflect the embedding of formative assessment and data driven differentiation Ensure all planning and team discussions are grounded in Victorian Curriculum outcomes 	PLC Leaders	Yes	From term 1	
<p>Teachers:</p> <ul style="list-style-type: none"> Attend all Professional Learning sessions and complete professional reading related to the goal Establish a PDP goal related to the use of data and differentiation Participate in peer observations, provide and respond to feedback Implement formative assessment techniques in lessons, beginning with clear and relevant Learning Intentions, as well as student negotiated Success Criteria 	Teachers	Yes	From term 1	

Goal 3	To empower students to become self-regulated learners															
12 Month Target 3.1	<p>Student Attitudes to School Survey</p> <table border="1" data-bbox="537 384 1359 583"> <thead> <tr> <th rowspan="2">Student Attitudes to School Survey</th> <th colspan="3">Percentage Endorsement</th> </tr> <tr> <th>2018</th> <th>2019</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>I have a say in things I learn</td> <td>83%</td> <td>85%</td> <td>≥90%</td> </tr> <tr> <td>Student Voice & Agency</td> <td>80%</td> <td>82%</td> <td>≥85%</td> </tr> </tbody> </table> <p>To improve student attitudes to school survey component 'I have a say in things I learn' to greater than or equal to 85% in the 2019 survey</p> <p>To improve student attitudes to school survey component 'Student Voice & Agency' to greater than or equal to 80% in the 2019 survey</p>	Student Attitudes to School Survey	Percentage Endorsement			2018	2019	2022	I have a say in things I learn	83%	85%	≥90%	Student Voice & Agency	80%	82%	≥85%
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12 Month Target 3.3	<table border="1" data-bbox="537 1056 1359 1209"> <thead> <tr> <th rowspan="2">Staff Opinion Survey</th> <th colspan="3">Percentage Endorsement</th> </tr> <tr> <th>2018</th> <th>2019</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Use student feedback to improve practice</td> <td>71%</td> <td>74%</td> <td>≥80%</td> </tr> </tbody> </table> <p>To improve staff opinion survey component 'Student Agency & Voice' to greater than 74% in the 2019 survey (61% in 2017)</p>	Staff Opinion Survey	Percentage Endorsement			2018	2019	2022	Use student feedback to improve practice	71%	74%	≥80%				
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FISO Initiative	Positive Climate For Learning															
KIS 1 Develop a whole school understanding of student voice, agency & leadership KIS 2 Embed the HITS that support student voice, agency and leadership	<ol style="list-style-type: none"> 1. Ensure staff understand and can implement the HITS of Setting Goals, Collaborative Learning & Feedback 2. Build teacher capacity to create learning environments that celebrate and nurture student voice, agency and leadership 3. Support staff in how to collect and use student feedback to improve their practice 4. To enable more student ownership over what they learn and how they learn it 															
Actions	<p>Principal Class / Leadership: Conduct staff PL based on the DET Amplify document, linked to the HITS identified in the KIS Working with all staff, create a shared understanding of what student voice, agency and leadership mean in a primary school context Establish a student voice team that is representative of the school community, using this team to broaden student participation in decision making</p> <p>PLC Leaders: Ensure each PLC meeting incorporates discussion or planning related to student voice, agency and leadership Mentor colleagues in how to implement student voice, agency and leadership techniques in their classrooms, including facilitating observations with a focus on SV, A & L</p>															

	<p>Teachers:</p> <ul style="list-style-type: none"> Ensure that students have the opportunity to have input into all aspects of the learning process, from planning to reflection Seek and implement adjustments to teaching approaches based on student feedback Ensure that teaching practice incorporates the HITS of Setting Goals, Collaborative Learning & Feedback <p>Educational Support: Familiarise themselves with the Amplify document and support PSD students in expressing student voice, agency and leadership</p>			
Evidence of Impact	<p>STUDENTS WILL;</p> <ul style="list-style-type: none"> Have an opportunity to give feedback to individual class teachers, as well as have their voice heard through representation on the Student Voice Team Reflect greater opportunities for voice, agency and leadership in the relevant sections of the student attitudes to school survey Have SMART goals for all key areas of learning, based on assessment and created through conferring with teachers and peers Negotiate assessment methods and criteria matched to their learning goals Participate in peer learning opportunities through which they become mentors of other students <p>TEACHERS WILL;</p> <ul style="list-style-type: none"> Complete the Practice Principles for Excellence in Teaching & Learning self-reflection tool for Practice Principle 3 Using the results of the Practice Principle 3 self-reflection tool, create a PDP goal related to student voice, agency & leadership Complete peer observations focused on identifying opportunities for voice, agency & leadership Explicitly teach collaborative learning skills where students actively participate in negotiating roles, responsibilities and outcomes <p>LEADERS WILL;</p> <ul style="list-style-type: none"> Principal & Assistant Principal to have a PDP goal related to student voice, agency & leadership School Improvement Team to complete the Practice Principles for Excellence in Teaching & Learning whole-school reflection tool – Principle 3: <i>Student Voice, Agency and Leadership empower students and build school pride</i> Leaders will facilitate the creation of structures and processes to support voice, agency and leadership in classrooms <p>SEIL will:</p> <ul style="list-style-type: none"> Work closely with the Principal and School SIT, meeting at least once per term to assist the school in the implementation of Student Voice, Agency and Leadership Use available data to analyse and interpret school performance indicators in order to assist schools undertake a robust self-evaluation Assist schools to evaluate the impact of their school improvement strategies on student outcomes 			
Success Indicators	<p>Students will:</p> <ul style="list-style-type: none"> Feel empowered to share their thoughts, ideas, beliefs and opinions Develop a sense of ownership for how and what they learn Benefit from learning opportunities that build skills and understandings about student voice, agency and leadership Be able to apply the inquiry cycle to their learning, using the cycle to delve deeply into big questions Be able to generate meaningful discussions on behalf of those students whose voices are less likely to be heard, who are disengaged, or who lack the skills and confidence to express views and opinions <p>Teachers will:</p> <ul style="list-style-type: none"> Adapt planning documents to account for student input into learning Confer with students to create learning goals and facilitate small group learning goal creation Discuss success criteria with students to enable agency within lessons Facilitate regular feedback-seeking activities; individual, small group and whole class Host and attend peer observations, adapting subsequent practice based on feedback <p>School leaders will:</p> <ul style="list-style-type: none"> Join observation sessions, offering mentoring and feedback Make changes to school decision-making procedures based on Student Voice Team feedback Work with staff and teams to provide research based professional learning, leading to successful PDP goals based around student voice, agency and leadership. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Principal Class</p> <ul style="list-style-type: none"> Present the DET Amplify document to staff through professional learning Create a student voice team and meet with them regularly 	<p>Principal Assistant Principal</p>	<p>Yes</p>	<p>From term 1</p>	

<ul style="list-style-type: none"> • Implement school level feedback coming from the student voice team • Lead evidence based professional learning related to student voice, agency and leadership • Establish a PDP goal related to promoting student voice, agency and leadership across the school 				
<p>School Improvement Team:</p> <ul style="list-style-type: none"> • Unpack the HITS that support student voice, agency and leadership, plan for related professional learning 	School Improvement Team		From term 3	
<p>PLC Leaders:</p> <ul style="list-style-type: none"> • Co-create team PDP goal related to student voice, agency and leadership • Lead team planning and discussions around student voice, agency and leadership, including planning for the facilitation of student-created learning goals • Mentor and observe team members 	PLC Leaders	Yes	Ongoing	
<p>Teachers:</p> <ul style="list-style-type: none"> • Regularly seek feedback from students and act upon feedback collected • Unpack student understandings of student voice, agency and leadership and plan with the students how the classroom can reflect these ideas • Confer with students in creating learning goals and facilitate small group peer goal setting • Create a PDP goal related to Student Voice, Agency & Leadership 	Teachers	Yes	Ongoing	
<p>Education Support:</p> <ul style="list-style-type: none"> • Advocate on behalf of PSD students, ensuring they have opportunities to be heard 				