

2021 Annual Implementation Plan

for improving student outcomes

Dorset Primary School (5132)



Submitted for review by Brett Speed (School Principal) on 17 February, 2021 at 12:25 PM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 02 March, 2021 at 08:26 PM
Endorsed by Ben Graham (School Council President) on 04 March, 2021 at 04:26 PM

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	<p>The 2020 school year was one that presented many different challenges. Throughout remote learning a lot of work was done around instructional consistency, which continued upon the return to on-site learning. This was evident in the workshop model, however, some areas required further refinement and revisiting. A lot of well-being supports were actioned upon the return to on-site learning, with continual development around language (affirmative statements) and circle work. The school overcame many obstacles through the digital creation and delivery of online learning and felt that the period was successful. A range of supports were actioned to ensure those students that had encountered difficulty throughout remote learning were supported upon the return to school.</p>
Considerations for 2021	<ul style="list-style-type: none"> * Consolidation of Literacy and Numeracy initiatives and the instructional model within. * Build on pre-existing restorative practices through a refresher course. * Collaborative tasks / HITS focus to build teacher capacity. * Reengage families into the school through a wide range of activities and through regular consultation.

Documents that support this plan	
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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 attain consistent learning growth and high achievement for all students in Literacy and Numeracy
Target 2.1	<p>Drafting notes: Currently NAPLAN is the only student data source measuring this goal. Please consider adding an additional target with another source of student data e.g.teacher judgements.</p> <p>By 2023 the percentage of Year 5 students achieving High Relative growth in NAPLAN Reading will increase from 11% (2019) to 30%.</p> <p>By 2023 the percentage of students achieving an A or B in Reading (Victorian Curriculum) will increase from 35% (2019) to 45%.</p> <p>By 2023 the percentage of students achieving at or above the expected reading level (Running Record or Fountas and Pinnell) will increase from 80% (2019) 90%.</p>

Target 2.2	<p>By 2023 the percentage of Year 5 students achieving High Relative growth in NAPLAN Writing will increase from 17% (2019) to 30%.</p> <p>By 2023 the percentage of students achieving an A or B in Writing (Victorian Curriculum) will increase from 25% (2019) to 35%.</p>
Target 2.3	<p>By 2023 the percentage of Year 3 students in the Top Two Bands for NAPLAN Numeracy will increase from 37% (2019) to 60%.</p> <p>By 2023 the percentage of students achieving an A or B in Number (Victorian Curriculum) will increase from 29% (2019) to 39%.</p>
Target 2.4	<p>By 2023 the percentage of Year 5 students with high relative gain in NAPLAN Numeracy will increase from 18% (2019) to 30%.</p>
Key Improvement Strategy 2.a Building practice excellence	Embed an Instructional model consistently across the school
Key Improvement Strategy 2.b Building practice excellence	Embed an Instructional model consistently across the school
Key Improvement Strategy 2.c Evaluating impact on learning	Enhance the capacity of all leaders to support, monitor and evaluate the impact of teaching on student learning outcomes
Key Improvement Strategy 2.d	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning

Evaluating impact on learning	
Goal 3	To enhance student agency and voice in their learning
Target 3.1	<p>Drafting notes: Currently ATOSS is the only student data source measuring this goal. Please group individual AToSS factors into one target (i.e. with sub-targets dot pointed out) and consider adding an additional target/s with another source of student data e.g. attendance, student behaviour data, to better measure achievement of the goal in four years time.</p> <p>By 2023 the percentage of positive responses to the AtoSS survey factor ‘Student voice and agency’ will increase from 77% (2019) to 85% (2023) (Social Engagement)</p>
Target 3.2	By 2023 the percentage of positive responses to the AtoSS survey factor ‘Teacher concern’ will increase from 81% (2019) to 90% (2023).
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Further develop the whole school understanding and approach to student voice and agency in their learning
Key Improvement Strategy 3.b Empowering students and building school pride	To build teacher capacity to give students an authentic voice in their learning
Key Improvement Strategy 3.c Empowering students and building school pride	To build a culture where students become self regulated and directed learners
Goal 4	To maximise each student’s learning growth

Target 4.1	<p>Drafting note: Please consider including an additional target with another source of student data to triangulate achievement of this goal, as currently improvements in goal, e.g. student achievement is measured by AToSS and SSS- 3.2 and 3.3 are not measures of student achievement</p> <p>By 2023 the percentage of positive responses to the AtoSS factor 'Stimulated learning' will increase from 87% (2019) to 93% (2023).</p> <p>By 2023 the percentage of positive responses to the AtoSS factor "Effective teaching time" will increase from 87% (2019) to 95% (2023).</p>
Target 4.2	<p>By 2023 the percentage of positive responses to the SSS factor 'Teacher collaboration' will increase from 78% (2019) to 85% (2023).</p>
Key Improvement Strategy 4.a Building practice excellence	<p>Embed a consistent culture of high expectations and learning challenges for all students</p>
Key Improvement Strategy 4.b Evaluating impact on learning	<p>Implement and embed a culture of authentic teacher collaboration</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	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>School based tutors have been employed and will be deployed to those students deemed at risk and those achieving above the expected standards and require additional supports.</p> <p>Timetabling has been reviewed to ensure students are being supported across curriculum areas including reading, writing and mathematics.</p> <p>Student health and well-being programs will continue to be highlighted including the relaunch of restorative practices, mentoring and buddy program and building resilience in boys and girls such as Mpower and Revved Up.</p> <p>The home-school partnership will continue to have a major focus ensuring parent participation is encouraged. This will include social opportunities, formalized interviews and professional development/skill building for parents to assist within the home and at school. These include 'Positive Parenting', 'Building resilience within your own children' and 'teaching gratitude'.</p>

To attain consistent learning growth and high achievement for all students in Literacy and Numeracy	Yes	<p>Drafting notes: Currently NAPLAN is the only student data source measuring this goal. Please consider adding an additional target with another source of student data e.g.teacher judgements.</p> <p>By 2023 the percentage of Year 5 students achieving High Relative growth in NAPLAN Reading will increase from 11% (2019) to 30%.</p> <p>By 2023 the percentage of students achieving an A or B in Reading (Victorian Curriculum) will increase from 35% (2019) to 45%.</p> <p>By 2023 the percentage of students achieving at or above the expected reading level (Running Record or Fountas and Pinnell) will increase from 80% (2019) 90%.</p>	<p>By the end of 2021 the percentage of students achieving High Relative Growth in NAPLAN Reading will increase from 11% (2019) to 20%.</p> <p>By the end of 2021 the percentage of students achieving A or B in Reading will increase from 35% (2019) to 38%.</p> <p>By the end of 2021 the percentage of students achieving at or above the expected reading level will maintain 80%.</p>
		<p>By 2023 the percentage of Year 5 students achieving High Relative growth in NAPLAN Writing will increase from 17% (2019) to 30%.</p> <p>By 2023 the percentage of students achieving an A or B in Writing (Victorian Curriculum) will increase from 25% (2019) to 35%.</p>	<p>By the end of 2021 the percentage of students achieving High Relative Growth in NAPLAN Writing will increase from 17% (2019) to 22%.</p> <p>By the end of 2021 the percentage of students achieving an A or B in Writing will increase from 25% (2019) to 30%.</p>
		<p>By 2023 the percentage of Year 3 students in the Top Two Bands for NAPLAN Numeracy will increase from 37% (2019) to 60%.</p>	<p>By the end of 2021 the percentage of students in the Top Two Bands in Numeracy will increase from 37% (2019) to 42%.</p>

		By 2023 the percentage of students achieving an A or B in Number (Victorian Curriculum) will increase from 29% (2019) to 39%.	By the end of 2021 the percentage of students achieving an A or B in Number will increase from 29% (2019) to 33%.
		By 2023 the percentage of Year 5 students with high relative gain in NAPLAN Numeracy will increase from 18% (2019) to 30%.	By the end of 2021 the percentage of Year 5 students with high relative gain in NAPLAN Numeracy will increase from 18% (2019) to 23%.
To enhance student agency and voice in their learning	Yes	Drafting notes: Currently ATOSS is the only student data source measuring this goal. Please group individual AToSS factors into one target (i.e. with sub-targets dot pointed out) and consider adding an additional target/s with another source of student data e.g. attendance, student behaviour data, to better measure achievement of the goal in four years time.	By the end of 2021 the percentage of positive responses to the AtoSS survey factor 'Student voice and agency' will increase from 77% (2019) to 80% (Social Engagement)
		By 2023 the percentage of positive responses to the AtoSS survey factor 'Student voice and agency' will increase from 77% (2019) to 85% (2023) (Social Engagement)	
		By 2023 the percentage of positive responses to the AtoSS survey factor 'Teacher concern' will increase from 81% (2019) to 90% (2023).	By the end of 2021 the percentage of positive responses to the AtoSS survey factor 'Teacher concern' will increase from 81% (2019) to 85%.
To maximise each student's learning growth	No	Drafting note: Please consider including an additional target with another source of student data to triangulate achievement of this goal, as currently improvements in goal, e.g. student achievement is	

	<p>measured by AToSS and SSS- 3.2 and 3.3 are not measures of student achievement</p> <p>By 2023 the percentage of positive responses to the AtoSS factor 'Stimulated learning' will increase from 87% (2019) to 93% (2023).</p> <p>By 2023 the percentage of positive responses to the AtoSS factor "Effective teaching time' will increase from 87% (2019) to 95% (2023).</p>	
	<p>By 2023 the percentage of positive responses to the SSS factor 'Teacher collaboration' will increase from 78% (2019) to 85% (2023).</p>	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>School based tutors have been employed and will be deployed to those students deemed at risk and those achieving above the expected standards and require additional supports.</p> <p>Timetabling has been reviewed to ensure students are being supported across curriculum areas including reading, writing and mathematics.</p> <p>Student health and well-being programs will continue to be highlighted including the relaunch of restorative practices, mentoring and buddy program and building resilience in boys and girls such as Mpower and Revved Up.</p> <p>The home-school partnership will continue to have a major focus ensuring parent participation is encouraged. This will include social opportunities, formalized interviews and professional development/skill building for parents to assist within the home and at school. These include 'Positive Parenting', 'Building resilience within your own children' and 'teaching gratitude'.</p>	
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 attain consistent learning growth and high achievement for all students in Literacy and Numeracy	
12 Month Target 2.1	<p>By the end of 2021 the percentage of students achieving High Relative Growth in NAPLAN Reading will increase from 11% (2019) to 20%.</p> <p>By the end of 2021 the percentage of students achieving A or B in Reading will increase from 35% (2019) to 38%.</p> <p>By the end of 2021 the percentage of students achieving at or above the expected reading level will maintain 80%.</p>	
12 Month Target 2.2	<p>By the end of 2021 the percentage of students achieving High Relative Growth in NAPLAN Writing will increase from 17% (2019) to 22%.</p> <p>By the end of 2021 the percentage of students achieving an A or B in Writing will increase from 25% (2019) to 30%.</p>	
12 Month Target 2.3	By the end of 2021 the percentage of students in the Top Two Bands in Numeracy will increase from 37% (2019) to 42%.	

	By the end of 2021 the percentage of students achieving an A or B in Number will increase from 29% (2019) to 33%.	
12 Month Target 2.4	By the end of 2021 the percentage of Year 5 students with high relative gain in NAPLAN Numeracy will increase from 18% (2019) to 23%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Embed an Instructional model consistently across the school	Yes
KIS 2 Building practice excellence	Embed an Instructional model consistently across the school	No
KIS 3 Evaluating impact on learning	Enhance the capacity of all leaders to support, monitor and evaluate the impact of teaching on student learning outcomes	No
KIS 4 Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning	No
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>An analysis of the school's NAPLAN data had previously identified that there was a decline in the number of students scoring in the Top Two Bands of NAPLAN in both Year 3 Reading and Numeracy. After the completion of the review period in early 2020, the school-wide approach was deemed to lack consistency and required focus around consistent language and practice within. Both Literacy and Numeracy were identified as requiring a stronger focus around the Instructional Model.</p> <p>The Instructional Model has been identified as a major priority to ensure consistency across curriculum areas (Reading and Writing) with the structured approach further enhanced school-wide. With several new staff (four new staff members in classrooms) commencing in 2021, consistency of practice, documentation and delivery will be a major focal point. Delving deeper into the pre-existing programs of the school and enhancing student engagement and enrichment through the school-wide model is important and a focal point for 2021. Embedding the instructional model will increase teacher capacity when delivering the curriculum content and ensure consistency in language and approach school-wide is strengthened, creating a clear curriculum culture.</p>	

Goal 3	To enhance student agency and voice in their learning	
12 Month Target 3.1	By the end of 2021 the percentage of positive responses to the AtoSS survey factor 'Student voice and agency' will increase from 77% (2019) to 80% (Social Engagement)	
12 Month Target 3.2	By the end of 2021 the percentage of positive responses to the AtoSS survey factor 'Teacher concern' will increase from 81% (2019) to 85%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Further develop the whole school understanding and approach to student voice and agency in their learning	Yes
KIS 2 Empowering students and building school pride	To build teacher capacity to give students an authentic voice in their learning	No
KIS 3 Empowering students and building school pride	To build a culture where students become self regulated and directed learners	No
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>After reviewing data sets including the Attitudes to School Survey data and through the School Review period, it was deemed the students had a strong voice within the school, however, their agency around developing and engaging with their own learning was inconsistent. This reflected somewhat in the Social Engagement section of the AtoSS, with 23% of students responding a neutral or negative response to 'Student voice and agency' within their learning,</p> <p>Student Voice and Agency will be highlighted from Foundation through to Year 6 in varying stages. Explicit teaching will be done around the difference between voice and agency and the implementation within individuals, small groups, classrooms, levels and school-wide to maintain a clear, consistent approach.</p>	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>School based tutors have been employed and will be deployed to those students deemed at risk and those achieving above the expected standards and require additional supports.</p> <p>Timetabling has been reviewed to ensure students are being supported across curriculum areas including reading, writing and mathematics.</p> <p>Student health and well-being programs will continue to be highlighted including the relaunch of restorative practices, mentoring and buddy program and building resilience in boys and girls such as Mpower and Revved Up.</p> <p>The home-school partnership will continue to have a major focus ensuring parent participation is encouraged. This will include social opportunities, formalized interviews and professional development/skill building for parents to assist within the home and at school. These include 'Positive Parenting', 'Building resilience within your own children' and 'teaching gratitude'.</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> • Develop an explicit program and clear guidelines around the tutoring program and its implementation • Build and develop teacher capacity around closing the educational gap from COVID-19 • Build teacher capacity to deliver targeted student support in Literacy and Numeracy. • Identifying students at risk and above and providing extra sessions/assistance with educational tutors • Implement High Impact Teaching Strategies (8 - feedback and 10 – differentiated teaching)
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Be identified to extend or modify their learning with tutor support. • Strengthen specific skills and processes through individualised focused practice and goal setting. <p>Tutors/Teachers will:</p> <ul style="list-style-type: none"> • Structure tasks, gather students' prior knowledge and support them to make connections to past learning. • Use explicit teaching and questioning techniques to stimulate targeted learning opportunities for those students deemed at risk or above the expected benchmark. • Plan and sequence the tutor program for students to strengthen specific skills. <p>Leaders will:</p>

	<ul style="list-style-type: none"> Model best practice and support staff with their capacity building. Provide and seek Professional Learning experiences for staff highlighting key areas of need. Develop an action plan on how the program will be implemented within the school. <p>Parents/carers will:</p> <ul style="list-style-type: none"> Assist with learning programs daily. Engage in regular communication with classroom teachers/tutors to provide assistance with individualised learning needs. 			
Success Indicators	<ul style="list-style-type: none"> Assessment data will be reviewed throughout the year. Specifically targeted tutoring planning documents. Increase in percentage of the targets for June and December reporting. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Develop specific guidelines around the implementation of the tutoring program.</p> <p>Identifying appropriate staff and students with need to participate in the program.</p> <p>Monitor the implementation of the tutoring program, focusing on data and the overall impact of the program.</p> <p>Provide professional learning around the tutoring program, highlighting the concept of catch-up, extension and closing the educational gap from COVID.</p> <p>Allocate funding on a needs basis to support students with additional literacy/numeracy needs including those with a Koorie, OOHC or EAL background.</p> <p>Allocate Learning Specialists and Leading Teachers as coaching/support for targeted point of need.</p> <p>Continually review and audit the impact of the program and the individual outcomes of those participating and those tutoring.</p>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

<p>Monitor the implementation of the tutoring program, focusing on data and the overall impact of the program. Provide professional learning around the tutoring program, highlighting the concept of catch-up, extension and closing the educational gap from COVID.</p> <p>Support the action plan on how the expertise within the school will be deployed to monitor, model, coach and support teachers with the implementation of the instructional model.</p> <p>Monitor, collect and review student outcome data and any formal assessments undertaken as part of the tutor program and triangulate the evidence for an accurate measure of performance.</p> <p>Draw comparisons between classroom, tutor and anecdotal evidence, providing strategies and supports to the tutor to further enhance the program.</p>	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
<p>Planning units of work collaboratively focusing on the point of need for individuals and for clear differentiation.</p> <p>Use explicit teaching and questioning techniques to stimulate targeted learning opportunities for those students deemed at risk or above the expected benchmark.</p> <p>Collect evidence and moderate/triangulate with tutor and classroom teachers to measure the effectiveness and impact of the tutoring program on individuals.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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"> • Refine whole school approach to well-being to consider actions at the leadership, teacher and student level. • Increase of time allocated to the mentor/buddy program, with a Well-being Support Officer. • Retraining of staff to administer key resilience building programs including Mpower and Revved Up. • Professional Development and allocated timetabling of sessions in the middle and upper schools. 			

	<ul style="list-style-type: none"> • Reevaluate school-wide values to include 'gratitude' • Lunch-time clubs to focus on a wide range of activities and interest school-wide 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • be supported in the development of positive behaviours through interactions, circles and restorative practices. • actively engage in physical activities weekly such as PMP, Physical Education lessons and levelled sports as well as camps and excursions. • be offered a range of interest based clubs that are a mixture of physical, creative, social and critical thinking tasks. <p>Teachers will:</p> <ul style="list-style-type: none"> • explicitly teach and model a range of positive behaviours through interactions, circles and restorative practices. • celebrate and promote well-being practices including the 'Values tree', students of the week, birthdays etc. • provide and lead a wide range of interest based clubs for students to engage with. <p>Leaders will:</p> <ul style="list-style-type: none"> • Model best practice and support staff with their capacity building around well-being practices and initiatives. • Provide professional learning experiences for staff highlighting wellbeing. • Develop an action plan on how well-being practices will be implemented within the school. <p>Parents/carers will:</p> <ul style="list-style-type: none"> • Be informed of the behavior patterns of their children. • Be involved in the Restorative Practices and the celebration of school values such as assembly. 			
Success Indicators	<ul style="list-style-type: none"> • Survey data will be reviewed throughout the year including AtoSS, Parent Opinion and Staff Survey. • Increase in parent participation and celebration of student success school-wide. • Increase in student attendance throughout interest based clubs. • Decrease in yard incidents recorded on 'pink slips' that breach school values. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Provide professional learning to all staff around Restorative Practices focusing on consistency of language and positive behaviours.</p> <p>Allocation of resources and time to staff to build teacher capacity around Restorative Practices.</p>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$15,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Identify and recruit a Wellbeing Officer that can cater for the emotional and social needs of the students.				
<p>Reevaluate school-wide values including the insertion of 'gratitude'. Staff and the wider school community will be surveyed and prioritise the values the school community believes should be instilled.</p> <p>Present the current values to the school community.</p> <p>Review the data around the School Values and present the findings to School Council.</p> <p>Collate data received from the parent community, students and the staff, with the common themes identified and presented as the 'new school values'</p>	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Provide professional learning around Restorative Practices.</p> <p>Build teacher capacity around the School Values and the programs Mpower and Revved Up.</p> <p>Monitor and audit planning documentation for evidence of Restorative practices including circles, well-being tasks and consistency of language.</p>	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Explicitly teach a range of positive behaviours.</p> <p>Provide a range of lunch-time clubs centered around creative, social, emotional, physical and critical thinking skills.</p> <p>Extend formalised physical education classes to an hour, whilst</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$8,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

also promoting an hour of active engagement e.g. PMP, Year level sport etc.				
KIS 3 Building communities	Connected schools priority			
Actions	<ul style="list-style-type: none"> Strengthen and embed the school-wide approach to communication and engagement with parents, incorporating the new ways in which the school connected during remote and flexible learning. Relaunch and encourage parent connections through regular on-site sessions including 'Principal's morning tea', weekly assemblies, open nights and other on-site activities. Promoting wellbeing initiatives that foster and support the home-school partnership including 'Positive Parenting', 'Building resilience within your own children' and 'teaching gratitude'. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> be more engaged and supported in their learning at both home and at school. develop a range of skills further including resilience and gratitude. <p>Teachers will:</p> <ul style="list-style-type: none"> Maintain regular communication with families. Foster the home-school partnership. Provide opportunities for parent/family involvement. <p>Leaders will:</p> <ul style="list-style-type: none"> Promote the home-school partnership. Oversee communication between home and school and support staff where possible. Manage and provide opportunities for parents to increase their skills to support student learning. <p>Parents/carers will:</p> <ul style="list-style-type: none"> Engage in school based activities. 			
Success Indicators	<ul style="list-style-type: none"> Survey data will be reviewed throughout the year including AtoSS, Parent Opinion and Staff Survey. Increase in parent participation and celebration of student success school-wide. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Reinstate parent communication services such as TIQBIZ and the website.</p> <p>Conduct monthly Principal Morning Teas to promote open communication and transparency as well as promoting weekly assemblies, open nights and other on-site activities for families to engage with.</p> <p>Provide opportunities to support student learning through formalised parent helper sessions such as 'Positive Parenting', 'Building resilience within your own children' and 'teaching gratitude'.</p>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
<p>Provide learning opportunities for parents to increase their skills to support student learning.</p> <p>Reviewing annual survey data will be reviewed throughout the year including AtoSS, Parent Opinion and Staff Survey.</p>	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Promoting wellbeing initiatives that foster and support the home-school partnership including 'Positive Parenting', 'Building resilience within your own children' and 'teaching gratitude'.</p> <p>Providing activities that are centred around well-being practices.</p> <p>Provide professional learning to staff around Mpower and Revved up.</p>	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<p>Promote well-being initiatives.</p> <p>Foster the home-school partnership through continual and transparent communication.</p> <p>Instill the revised values into their classroom practice.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To attain consistent learning growth and high achievement for all students in Literacy and Numeracy			

12 Month Target 2.1	<p>By the end of 2021 the percentage of students achieving High Relative Growth in NAPLAN Reading will increase from 11% (2019) to 20%.</p> <p>By the end of 2021 the percentage of students achieving A or B in Reading will increase from 35% (2019) to 38%.</p> <p>By the end of 2021 the percentage of students achieving at or above the expected reading level will maintain 80%.</p>
12 Month Target 2.2	<p>By the end of 2021 the percentage of students achieving High Relative Growth in NAPLAN Writing will increase from 17% (2019) to 22%.</p> <p>By the end of 2021 the percentage of students achieving an A or B in Writing will increase from 25% (2019) to 30%.</p>
12 Month Target 2.3	<p>By the end of 2021 the percentage of students in the Top Two Bands in Numeracy will increase from 37% (2019) to 42%.</p> <p>By the end of 2021 the percentage of students achieving an A or B in Number will increase from 29% (2019) to 33%.</p>
12 Month Target 2.4	<p>By the end of 2021 the percentage of Year 5 students with high relative gain in NAPLAN Numeracy will increase from 18% (2019) to 23%.</p>
KIS 1 Building practice excellence	Embed an Instructional model consistently across the school
Actions	<ul style="list-style-type: none"> • Build and develop teacher knowledge and capacity around the instructional model for literacy and numeracy. • Build teacher capacity around curriculum planning and assessment including moderation of tasks. • Implement High Impact Teaching Strategies (2 – structuring lessons, 8 - feedback and 10 – differentiated teaching) • Develop an action plan on how the expertise within the school will be deployed to monitor, model, coach and support teachers with the implementation of the instructional model. • Embed problem solving skills weekly throughout numeracy sessions.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Be more engaged in their learning. • Explore links between their own learning and the real world connections. • Strengthen specific skills and processes through individualised focused practice and goal setting.

	<ul style="list-style-type: none"> Develop a range of skills to solve multi-step worded problems. <p>Teachers will:</p> <ul style="list-style-type: none"> Structure tasks, gather students' prior knowledge and support them to make connections to past learning. Use differentiation to specifically target point of need from multiple assessment to triangulate. Collaboratively plan units of work, reviewing data sets to enhance and strengthen learning opportunities. Teacher will participate in team teaching, peer observations and coaching sessions to build their own capacity around the instructional model. Explicitly teach a range of problem solving strategies to enhance understanding of mathematical concepts. <p>Leaders will:</p> <ul style="list-style-type: none"> Model best practice and support staff with their capacity building. Provide and seek Professional Learning experiences for staff highlighting key areas of need. Develop an action plan on how the expertise within the school will be deployed to monitor, model, coach and support teachers with the implementation of the instructional model. Provide professional learning around problem solving and numeracy based practices. <p>Parents/carers will:</p> <ul style="list-style-type: none"> Assist with learning programs daily. Engage in regular communication with classroom teachers to provide assistance with individualised learning needs. 			
Success Indicators	<ul style="list-style-type: none"> All data will be reviewed throughout the year including the AtoSS for student engagement. Parent Opinion survey data will be reviewed focusing on effective teaching, high expectations for success, stimulating learning environment and student motivation and support. Improvement in specifically targeted planning documents with clearly defined differentiation and evidence of the instructional model within. Increase in percentage of the targets for June and December reporting met including A and B academic scores. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide professional learning opportunities to staff around key concepts including High Impact Teaching Strategies, Goal Setting, Instructional Model and differentiating the curriculum content.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00

<p>Allocate equity funding on a needs basis to support students with additional literacy needs including those with a Koorie background.</p> <p>Providing literacy support for those students at risk including the identification and use of tutor program..</p> <p>Allocate Learning Specialists and Leading Teachers as coaching/support for targeted point of need to further develop instructional consistency school-wide. This will include regular walkthroughs of classrooms to audit consistent practices.</p> <p>Modelling effective best practice.</p> <p>Monitoring of planning documentation for consistency and differentiation of students.</p> <p>Lead the development of the action plan and how staff will be deployed.</p>				<input checked="" type="checkbox"/> Equity funding will be used
<p>Providing professional development and modelling best practice on a point of need school-wide including HITS, Instructional model, goal setting and differentiation.</p> <p>Develop an action plan on how the expertise within the school will be deployed to monitor, model, coach and support teachers with the implementation of the instructional model.</p> <p>Review student outcome data (June and December reporting) relating to specific targets and also focus in on annual survey data points including AtoSS, Parent Opinion etc..</p> <p>Provide regular feedback to teachers (re: data, coaching and planning)</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used

<p>Monitor and review the implementation of the instructional model and the differentiation of work through regular walkthroughs and provide feedback around planning documentation.</p> <p>Review and monitor goal setting practices school-wide.</p> <p>Audit weekly programs to ensure problem solving is within.</p> <p>Provide professional learning on problem solving.</p>	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<p>Moderation of reading, writing and numeracy planning documents for consistency.</p> <p>Planning units of work collaboratively focusing on the instructional model, goal setting for individuals and differentiation.</p> <p>Engage in Professional Practice days.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To enhance student agency and voice in their learning			
12 Month Target 3.1	By the end of 2021 the percentage of positive responses to the AtoSS survey factor 'Student voice and agency' will increase from 77% (2019) to 80% (Social Engagement)			
12 Month Target 3.2	By the end of 2021 the percentage of positive responses to the AtoSS survey factor 'Teacher concern' will increase from 81% (2019) to 85%.			
KIS 1 Intellectual engagement and self-awareness	Further develop the whole school understanding and approach to student voice and agency in their learning			
Actions	Further developing staff capacity around promoting agency within their classrooms. Providing opportunities for students to actively engage and direct their own learning.			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Be more engaged in their learning. • meaningfully participate in decision making about their own learning. <p>Teachers will:</p> <ul style="list-style-type: none"> • Structure tasks, gather students' interests and support them to direct their own learning. • Collaboratively plan units of work, taking on student feedback <p>Leaders will:</p> <ul style="list-style-type: none"> • Develop an action plan on how to implement student agency within the classroom. <p>Parents/carers will:</p> <ul style="list-style-type: none"> • Provide feedback to teachers regarding the student agency within their own child's learning. 			
Success Indicators	<ul style="list-style-type: none"> • Annual survey results will be reviewed including AtoSS 'Student Voice and Agency' and student engagement. • Parent Opinion survey data will be reviewed focusing on student motivation and support. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Oversee the action plan on how to implement student agency within the classroom.</p> <p>Resource allocation to support the implementation of 'Agency' within the classroom.</p> <p>Provide professional learning opportunities school-wide to increase teacher capacity around 'Agency'</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Develop an action plan on how to implement student agency within the classroom.</p> <p>Provide professional learning around 'Agency'.</p> <p>Build teacher capacity around 'Agency' through the use of the 'Amplify' document.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Promote and provide opportunities for students to direct their own learning through personal agency.	<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
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$50,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$50,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<p>Develop specific guidelines around the implementation of the tutoring program.</p> <p>Identifying appropriate staff and students with need to participate in the program.</p> <p>Monitor the implementation of the tutoring program, focusing on data and the overall impact of the program.</p> <p>Provide professional learning around the tutoring program, highlighting the concept of catch-up, extension and closing the educational gap from COVID.</p> <p>Allocate funding on a needs basis to support students with additional literacy/numeracy needs including those with a Koorie, OOHC or EAL background.</p> <p>Allocate Learning Specialists and Leading Teachers</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p>	\$10,000.00	\$10,000.00

<p>as coaching/support for targeted point of need.</p> <p>Continually review and audit the impact of the program and the individual outcomes of those participating and those tutoring.</p>				
<p>Provide professional learning opportunities to staff around key concepts including High Impact Teaching Strategies, Goal Setting, Instructional Model and differentiating the curriculum content.</p> <p>Allocate equity funding on a needs basis to support students with additional literacy needs including those with a Koorie background.</p> <p>Providing literacy support for those students at risk including the identification and use of tutor program..</p> <p>Allocate Learning Specialists and Leading Teachers as coaching/support for targeted point of need to further develop instructional consistency school-wide. This will include regular walkthroughs of classrooms to audit consistent practices.</p> <p>Modelling effective best practice.</p> <p>Monitoring of planning documentation for consistency and differentiation of students.</p> <p>Lead the development of the action plan and how staff will be deployed.</p>	<p>from: Term 1 to: Term 4</p>		<p>\$40,000.00</p>	
<p>Totals</p>			<p>\$50,000.00</p>	

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
<p>Develop specific guidelines around the implementation of the tutoring program.</p> <p>Identifying appropriate staff and students with need to participate in the program.</p> <p>Monitor the implementation of the tutoring program, focusing on data and the overall impact of the program.</p> <p>Provide professional learning around the tutoring program, highlighting the concept of catch-up, extension and closing the educational gap from COVID.</p> <p>Allocate funding on a needs basis to support students with additional literacy/numeracy needs including those with a Koorie, OOHC or EAL background.</p> <p>Allocate Learning Specialists and Leading Teachers as coaching/support for targeted point of need.</p>	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Continually review and audit the impact of the program and the individual outcomes of those participating and those tutoring.</p>						
<p>Monitor the implementation of the tutoring program, focusing on data and the overall impact of the program. Provide professional learning around the tutoring program, highlighting the concept of catch-up, extension and closing the educational gap from COVID.</p> <p>Support the action plan on how the expertise within the school will be deployed to monitor, model, coach and support teachers with the implementation of the instructional model.</p> <p>Monitor, collect and review student outcome data and any formal assessments undertaken as part of the tutor program and triangulate the evidence for an accurate measure of performance.</p> <p>Draw comparisons between classroom, tutor and anecdotal evidence, providing</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection</p>	<p><input checked="" type="checkbox"/> PLC/PLT Meeting</p>	<p><input checked="" type="checkbox"/> Internal staff</p>	<p><input checked="" type="checkbox"/> On-site</p>

strategies and supports to the tutor to further enhance the program.						
<p>Planning units of work collaboratively focusing on the point of need for individuals and for clear differentiation.</p> <p>Use explicit teaching and questioning techniques to stimulate targeted learning opportunities for those students deemed at risk or above the expected benchmark.</p> <p>Collect evidence and moderate/triangulate with tutor and classroom teachers to measure the effectiveness and impact of the tutoring program on individuals.</p>	<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"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<p>Provide professional learning to all staff around Restorative Practices focusing on consistency of language and positive behaviours.</p> <p>Allocation of resources and time to staff to build teacher capacity around Restorative Practices.</p>	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

Identify and recruit a Wellbeing Officer that can cater for the emotional and social needs of the students.						
<p>Reevaluate school-wide values including the insertion of 'gratitude'. Staff and the wider school community will be surveyed and prioritise the values the school community believes should be instilled.</p> <p>Present the current values to the school community.</p> <p>Review the data around the School Values and present the findings to School Council.</p> <p>Collate data received from the parent community, students and the staff, with the common themes identified and presented as the 'new school values'</p>	<input checked="" type="checkbox"/> Assistant Principal	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Provide professional learning around Restorative Practices.</p> <p>Build teacher capacity around the School Values and the programs Mpower and</p>	<input checked="" type="checkbox"/> KLA Leader	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<p>Revved Up.</p> <p>Monitor and audit planning documentation for evidence of Restorative practices including circles, well-being tasks and consistency of language.</p>			<input checked="" type="checkbox"/> Student voice, including input and feedback			
<p>Explicitly teach a range of positive behaviours.</p> <p>Provide a range of lunch-time clubs centered around creative, social, emotional, physical and critical thinking skills.</p> <p>Extend formalised physical education classes to an hour, whilst also promoting an hour of active engagement e.g. PMP, Year level sport etc.</p>	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Reinstate parent communication services such as TIQBIZ and the website.</p> <p>Conduct monthly Principal Morning Teas to promote open communication and transparency as well as promoting weekly assemblies, open nights and other on-site activities for families to engage with.</p>	<input checked="" type="checkbox"/> Principal	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Provide opportunities to support student learning through formalised parent helper sessions such as 'Positive Parenting', 'Building resilience within your own children' and 'teaching gratitude'.						
Provide learning opportunities for parents to increase their skills to support student learning. Reviewing annual survey data will be reviewed throughout the year including AtoSS, Parent Opinion and Staff Survey.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Promoting wellbeing initiatives that foster and support the home-school partnership including 'Positive Parenting', 'Building resilience within your own children' and 'teaching gratitude'. Providing activities that are centred around well-being practices. Provide professional learning to staff around Mpower and Revved up.	<input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

<p>Promote well-being initiatives.</p> <p>Foster the home-school partnership through continual and transparent communication.</p> <p>Instill the revised values into their classroom practice.</p>	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Provide professional learning opportunities to staff around key concepts including High Impact Teaching Strategies, Goal Setting, Instructional Model and differentiating the curriculum content.</p> <p>Allocate equity funding on a needs basis to support students with additional literacy needs including those with a Koorie background.</p> <p>Providing literacy support for those students at risk including the identification and use of tutor program..</p> <p>Allocate Learning Specialists and Leading Teachers as coaching/support for targeted point of need to further develop instructional consistency school-wide. This will include regular walkthroughs of classrooms</p>	<input checked="" type="checkbox"/> Principal	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<p>to audit consistent practices.</p> <p>Modelling effective best practice.</p> <p>Monitoring of planning documentation for consistency and differentiation of students.</p> <p>Lead the development of the action plan and how staff will be deployed.</p>						
<p>Providing professional development and modelling best practice on a point of need school-wide including HITS, Instructional model, goal setting and differentiation.</p> <p>Develop an action plan on how the expertise within the school will be deployed to monitor, model, coach and support teachers with the implementation of the instructional model.</p> <p>Review student outcome data (June and December reporting) relating to specific targets and also focus in on annual survey data points</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>including AtoSS, Parent Opinion etc..</p> <p>Provide regular feedback to teachers (re: data, coaching and planning)</p>						
<p>Monitor and review the implementation of the instructional model and the differentiation of work through regular walkthroughs and provide feedback around planning documentation.</p> <p>Review and monitor goal setting practices school-wide.</p> <p>Audit weekly programs to ensure problem solving is within.</p> <p>Provide professional learning on problem solving.</p>	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Moderation of reading, writing and numeracy planning documents for consistency.</p> <p>Planning units of work collaboratively focusing on the instructional model, goal setting for individuals and differentiation.</p>	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Engage in Professional Practice days.						
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