

# 2019 Annual Implementation Plan

## for improving student outcomes

Lalor Gardens Primary School (5532)



Submitted for review by Anne Hulett (School Principal) on 11 February, 2019 at 01:53 PM  
Endorsed by David Kilmartin (Senior Education Improvement Leader) on 03 April, 2019 at 07:34 AM  
Endorsed by Kara Baldari (School Council President) on 26 April, 2019 at 03:10 PM

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	<p>The structure of the professional learning program was well received by staff. The clear focus on Literacy, Numeracy and HITS was believed by staff to have an impact on their teaching and learning program. Through PDP meetings it was evident that teachers were working with students to set goals and were providing feedback. This was done to varying degrees across the school. After mid-cycle reviews 3 staff were chosen to share with all staff how they effectively implemented this process in their classrooms. At end of year reviews numerous staff had made modifications to their practice. Through conversations with staff and analysis of the data it has been interpreted that whilst staff have an improved knowledge of assessment and data, they do not have a clear understanding of how to use this to modify their teaching and learning program and to differentiate to meet student learning needs.</p> <p>Student wellbeing and engagement continue to be an area of focus. The Attitude to School Survey data, as well as attendance data demonstrates a need to review whole school practices. School Wide Positive Behaviour Supports will be adopted and introduced to develop consistency and clear expectations.</p>
<b>Considerations for 2019</b>	<ul style="list-style-type: none"> <li>- Teaching Partners (literacy) will support Year 1/2 teachers to use data and effectively plan for differentiation</li> <li>- PMSS program will continue with an emphasis on differentiation and embedding the four proficiencies throughout lessons</li> </ul>

	<ul style="list-style-type: none"><li>- Implementation of SWPBS</li><li>- Review HITS from 2018 and introduce 2 new strategies</li><li>- Continue with concurrent sessions. Minor changes to structure may be required.</li></ul>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To maximise the learning of all students in literacy and numeracy with an emphasis on individual student growth
<b>Target 1.1</b>	<ul style="list-style-type: none"> <li>By 2020, the percentage of Year 3 and 5 students in the top two NAPLAN bands to be at or above the similar schools average for numeracy, reading and writing.</li> </ul>
<b>Target 1.2</b>	<ul style="list-style-type: none"> <li>By 2020, matched cohort growth in NAPLAN to be at or above the similar school mean for reading, writing and number, with at least 20 per cent of students showing high growth.</li> </ul>
<b>Target 1.3</b>	<ul style="list-style-type: none"> <li>By 2020, for all domains of English, mathematics and science, the percentage of A/B grades to be at or above similar school averages, and the percentage of D/E grades to be at or below similar school averages.</li> </ul>
<b>Target 1.4</b>	<ul style="list-style-type: none"> <li>For each year from 2018 to 2020, staff survey component means for all modules to be at or above region/state means.</li> </ul>
<b>Target 1.5</b>	<ul style="list-style-type: none"> <li>Parent Survey 2020 mean scores to demonstrate improvement from the 2017 results.</li> </ul>

<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Utilising the DET Literacy and Numeracy strategy, embed a revised whole school approach to curriculum, pedagogy and assessment in literacy and numeracy.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Building teacher capacity in approaches to differentiation in teaching and learning.
<b>Goal 2</b>	To create learning environments which promote high levels of student motivation, engagement and active contribution to learning success. To foster respectful relationships through the school values.
<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>• Reduce the whole school average student absence rate to 16 days or less.</li> </ul>
<b>Target 2.2</b>	<ul style="list-style-type: none"> <li>• Reduce the average unapproved student absence rate to 7 days or less.</li> </ul>
<b>Target 2.3</b>	<ul style="list-style-type: none"> <li>• The 2017 Student Attitudes to Schools Survey will be used as benchmark to establish targets for subsequent years.</li> </ul>
<b>Target 2.4</b>	<ul style="list-style-type: none"> <li>• Parent Survey 2020 mean scores to demonstrate improvement from the 2017 results</li> </ul>

<p><b>Key Improvement Strategy 2.a</b> Health and wellbeing</p>	<p>Utilising the DET and school based social, emotional and wellbeing resources to embed a revised whole school approach to student health and wellbeing.</p>
<p><b>Key Improvement Strategy 2.b</b> Setting expectations and promoting inclusion</p>	<p>To explore school-family engagement strategies and develop policy and programs to enhance engagement with student learning</p>
<p><b>Key Improvement Strategy 2.c</b> Empowering students and building school pride</p>	<p>To develop effective feedback strategies that improves student learning and teacher practice.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To maximise the learning of all students in literacy and numeracy with an emphasis on individual student growth	Yes	<ul style="list-style-type: none"> <li>By 2020, the percentage of Year 3 and 5 students in the top two NAPLAN bands to be at or above the similar schools average for numeracy, reading and writing.</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The percentage of Year 3 in the top two NAPLAN bands to be at or above:            Reading: 40%            Writing: 45%            Numeracy: 30%</p> <p>The percentage of Year 5 in the top two NAPLAN bands to be at or above:            Reading: 22%            Writing: 15%            Numeracy: 15%</p>
		<ul style="list-style-type: none"> <li>By 2020, matched cohort growth in NAPLAN to be at or above the similar school mean for reading, writing and number, with at least 20 per cent of students showing high growth.</li> </ul>	<p>The percentage of student making high growth between Y3 – Y5 in NAPLAN to be at or above:            Reading - 12%            Writing – 20%            Maths - 15%</p>
		<ul style="list-style-type: none"> <li>By 2020, for all domains of English, mathematics and science, the percentage of A/B grades to be at or above similar school averages, and the</li> </ul>	<p>Teacher Judgement - The percentage of student working at or above in:            Reading and Viewing - 70%            Writing - 70%            Number and Algebra - 70%</p>



		percentage of D/E grades to be at or below similar school averages.	
		<ul style="list-style-type: none"> <li>For each year from 2018 to 2020, staff survey component means for all modules to be at or above region/state means.</li> </ul>	The staff survey component means for all modules to be at or above region/state means.
		<ul style="list-style-type: none"> <li>Parent Survey 2020 mean scores to demonstrate improvement from the 2017 results.</li> </ul>	Parent Survey 2019 to be at or above 2018 results in the following domains: - Student Cognitive Engagement - 91% - Student Development - 84%
To create learning environments which promote high levels of student motivation, engagement and active contribution to learning success. To foster respectful relationships through the school values.	Yes	<ul style="list-style-type: none"> <li>Reduce the whole school average student absence rate to 16 days or less.</li> </ul>	Reduce the whole school average student absence rate to 18.5 days or less
		<ul style="list-style-type: none"> <li>Reduce the average unapproved student absence rate to 7 days or less.</li> </ul>	Reduce the average unapproved student absence rate to 7 days or less

		<ul style="list-style-type: none"> <li>The 2017 Student Attitudes to Schools Survey will be used as benchmark to establish targets for subsequent years.</li> </ul>	<p>Effective Teaching Practice for Cognitive Engagement:</p> <ul style="list-style-type: none"> <li>Stimulated Learning to be at 81%</li> </ul> <p>Teacher Student Relations:</p> <ul style="list-style-type: none"> <li>Effort to be 88%</li> <li>Teacher Concern to be 86%</li> </ul> <p>Learner Characteristics and Disposition:</p> <ul style="list-style-type: none"> <li>Motivation and Interest to be at 91%</li> </ul> <p>Social Engagement:</p> <p>Sense of Connectedness- I look forward to going to school to be at 82%</p>
		<ul style="list-style-type: none"> <li>Parent Survey 2020 mean scores to demonstrate improvement from the 2017 results</li> </ul>	<p>Parent Survey 2019 to be at or above 2018 results in the following domains:</p> <ul style="list-style-type: none"> <li>Connection and Progression - 87%</li> <li>Parent Community Engagement - 78%</li> <li>Safety - 86%</li> <li>School Ethos and Environment - 86%</li> </ul>

<b>Goal 1</b>	To maximise the learning of all students in literacy and numeracy with an emphasis on individual student growth
<b>12 Month Target 1.1</b>	<p>The percentage of Year 3 in the top two NAPLAN bands to be at or above:</p> <p>Reading: 40%</p> <p>Writing:45%</p> <p>Numeracy: 30%</p> <p>The percentage of Year 5 in the top two NAPLAN bands to be at or above:</p> <p>Reading: 22%</p> <p>Writing: 15%</p> <p>Numeracy: 15%</p>

<b>12 Month Target 1.2</b>	The percentage of student making high growth between Y3 – Y5 in NAPLAN to be at or above: Reading - 12% Writing – 20% Maths - 15%	
<b>12 Month Target 1.3</b>	Teacher Judgement - The percentage of student working at or above in: Reading and Viewing - 70% Writing - 70% Number and Algebra - 70%	
<b>12 Month Target 1.4</b>	The staff survey component means for all modules to be at or above region/state means.	
<b>12 Month Target 1.5</b>	Parent Survey 2019 to be at or above 2018 results in the following domains: - Student Cognitive Engagement - 91% - Student Development - 84%	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Curriculum planning and assessment	Utilising the DET Literacy and Numeracy strategy, embed a revised whole school approach to curriculum, pedagogy and assessment in literacy and numeracy.	Yes
<b>KIS 2</b> Building practice excellence	Building teacher capacity in approaches to differentiation in teaching and learning.	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>The two KIS complement each other, With the support of Teaching Partners via DSSI, teaching and learning of reading will be reviewed.</p> <p>The Literacy and Numeracy strategy outlines key actions that can be undertaken to improve teaching and learning. It also outlines key resources that can be used to support teaching in their classrooms.</p> <p>Utilising assessment tools and analysing data is imperative to inform teaching practice and enable teachers to plan for differentiation. This is particularly necessary in Reading and Viewing and Number and Algebra.</p> <p>Teaching and learning data reveals that progress toward 4 year targets to be steady in most areas, except Reading. Staff survey data related to Teaching and Learning demonstrated a positive trend between 2017 and 2018. Remaining at or above state benchmarks remains a target.</p>	

	The parent opinion survey had an increasing number of participants and it will be necessary to promote the completion of the survey to ensure the data is increasingly accurate and draws upon the views of the parent community.
<b>Goal 2</b>	To create learning environments which promote high levels of student motivation, engagement and active contribution to learning success. To foster respectful relationships through the school values.
<b>12 Month Target 2.1</b>	Reduce the whole school average student absence rate to 18.5 days or less
<b>12 Month Target 2.2</b>	Reduce the average unapproved student absence rate to 7 days or less
<b>12 Month Target 2.3</b>	<p>Effective Teaching Practice for Cognitive Engagement:</p> <ul style="list-style-type: none"> <li>- Stimulated Learning to be at 81%</li> </ul> <p>Teacher Student Relations:</p> <ul style="list-style-type: none"> <li>- Effort to be 88%</li> <li>- Teacher Concern to be 86%</li> </ul> <p>Learner Characteristics and Disposition:</p> <ul style="list-style-type: none"> <li>- Motivation and Interest to be at 91%</li> </ul> <p>Social Engagement:</p> <ul style="list-style-type: none"> <li>Sense of Connectedness- I look forward to going to school to be at 82%</li> </ul>
<b>12 Month Target 2.4</b>	<p>Parent Survey 2019 to be at or above 2018 results in the following domains:</p> <ul style="list-style-type: none"> <li>- Connection and Progression - 87%</li> <li>- Parent Community Engagement - 78%</li> <li>- Safety - 86%</li> <li>- School Ethos and Environment - 86%</li> </ul>
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?

<b>KIS 1</b> Health and wellbeing	Utilising the DET and school based social, emotional and wellbeing resources to embed a revised whole school approach to student health and wellbeing.	Yes
<b>KIS 2</b> Setting expectations and promoting inclusion	To explore school-family engagement strategies and develop policy and programs to enhance engagement with student learning	No
<b>KIS 3</b> Empowering students and building school pride	To develop effective feedback strategies that improves student learning and teacher practice.	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>In 2018 LGPS began the investigation of SWPBS and 2019 will see the introduction of the framework. Average student absence data has not improved, however unapproved absences have decreased. A focus on student engagement is necessary as absence data is impacting on student learning data.</p> <p>Through the positive implementation of HITS 'Feedback' within the classroom has been a selected strategy of focus. In 2019, there will be an increased focus on teacher feedback through the introduction of learning walks and peer observation.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To maximise the learning of all students in literacy and numeracy with an emphasis on individual student growth
<b>12 Month Target 1.1</b>	<p>The percentage of Year 3 in the top two NAPLAN bands to be at or above:            Reading: 40%            Writing: 45%            Numeracy: 30%</p> <p>The percentage of Year 5 in the top two NAPLAN bands to be at or above:            Reading: 22%            Writing: 15%            Numeracy: 15%</p>
<b>12 Month Target 1.2</b>	<p>The percentage of student making high growth between Y3 – Y5 in NAPLAN to be at or above:            Reading - 12%            Writing – 20%            Maths - 15%</p>
<b>12 Month Target 1.3</b>	<p>Teacher Judgement - The percentage of student working at or above in:            Reading and Viewing - 70%            Writing - 70%            Number and Algebra - 70%</p>
<b>12 Month Target 1.4</b>	The staff survey component means for all modules to be at or above region/state means.
<b>12 Month Target 1.5</b>	<p>Parent Survey 2019 to be at or above 2018 results in the following domains:            - Student Cognitive Engagement - 91%            - Student Development - 84%</p>
<b>KIS 1</b> Curriculum planning and assessment	Utilising the DET Literacy and Numeracy strategy, embed a revised whole school approach to curriculum, pedagogy and assessment in literacy and numeracy.

<b>Actions</b>	<p>Review and develop whole school assessment practices that drive teaching 'for' and 'as' learning.</p> <p>Develop teacher capacity to understand and analyse data to plan for effective differentiation in reading and mathematics.</p> <p>Review whole school approaches to literacy and make adaptations based on feedback from teaching partners.</p> <p>Utilise the Literacy and Numeracy resources available as part of the DET Literacy and Numeracy Strategy to embed in their planning.</p>			
<b>Outcomes</b>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- Teachers will have an increased capacity to use data to inform their teaching and learning program</li> <li>- Teachers will understand the importance of using data to differentiate teaching and learning to promote engagement</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>- Teachers will improve their knowledge of effective teaching practices in reading</li> <li>- Teachers will be increasingly confident in accessing Literacy and Numeracy resources that are current and linked to Victorian Curriculum</li> </ul>			
<b>Success Indicators</b>	<p>A whole school document will be developed which encompasses our teaching and learning philosophy and incorporates key DET initiatives, Vic Curriculum, literacy, numeracy and inquiry frameworks and assessment practices.</p> <p>Evidence of improvements in:</p> <ul style="list-style-type: none"> <li>- NAPLAN (particularly Top 2 bands and high growth)</li> <li>- Teacher Judgement data (at and above)</li> <li>- PAT and On Demand - Reading and Maths</li> <li>- Running Records (particularly F - 2), PROBE (Year 3 - 6)</li> <li>- Pre-Post Maths assessment (students making adequate growth between assessments)</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Assessment spreadsheet / data to be available for discussion at all planning sessions	<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

Utilise data to inform planning and ensure lesson plans are differentiated to meet individual student needs	<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
Review the assessment schedule each term to ensure that assessment 'for', 'as' and 'of' learning is occurring	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Based on feedback and guidance from Teaching Partners review whole school literacy documentation and make amendments based on best practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Throughout professional learning session, PLTs and planning sessions, highlight key aspects of the Literacy and Numeracy strategy and resources available to support teaching and learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Work with Teaching Partners and Learning Specialists - Literacy to allocate time in professional learning and team planning sessions to improve staff knowledge of assessment practices	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Model how to implement assessment tools for Literacy e.g Running Records, Probe, PAT etc	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used



Model how to analyse individual and group data from assessment tools in order to improve differentiation in reading	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Model how to implement assessment tools for Numeracy e.g Pre assessment, PAT etc	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Model how to analyse individual and group data from assessment tools in order to improve differentiation in Mathematics	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Allocate weekly meetings with Teaching Partners to review their observations of teaching, student engagement and whole school practices	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Review DET Literacy and Numeracy resources and determine the key aspects that need to be shared with staff to improve practice	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Building teacher capacity in approaches to differentiation in teaching and learning.			
<b>Actions</b>	<p>Build teacher capacity and understanding of the need to use data to effectively plan and differentiate their teaching in reading through the effective use of the teaching partners.</p> <p>Build the capacity of the literacy learning specialists to enable them to coach and mentor staff in the improvement of reading.</p> <p>Develop teacher knowledge and capacity to effectively plan for and implement differentiated teaching practices in mathematics.</p> <p>Design a strategic professional learning program and meeting schedule that will focus on improvement in reading and mathematics by using data and professional conversations to determine areas of need.</p> <p>Develop professional learning sessions that will incorporate the targeted HITS of differentiation, explicit teaching and multiple exposures.</p> <p>Implementation of an effective feedback model (peer observations, learning walks) to improve student learning and teacher practice</p>			
<b>Outcomes</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Increased percentage of students making 12 months growth in reading (NAPLAN and Teacher judgement)</li> <li>- Increased number of students in Top 2 bands and few students in bottom 2 bands of NAPLAN</li> <li>- Increased student awareness of key skills in reading</li> <li>- Improved teacher knowledge and practice in teaching reading</li> <li>- Improved planning for differentiation of students in the one classroom</li> </ul> <p><b>Learning specialists</b></p> <ul style="list-style-type: none"> <li>- Improved capacity to work with staff and lead improved outcomes</li> <li>- Increased skills in coaching and working with staff and students</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>- Increased percentage of students making 12 months growth in Mathematics (NAPLAN and Teacher judgement)</li> <li>- Increased number of students in Top 2 bands and few students in bottom 2 bands of NAPLAN</li> <li>- Increased leadership skills to develop and share curriculum content</li> </ul>			

	<ul style="list-style-type: none"> <li>- Increased teacher capacity to plan and differentiate their teaching and learning program</li> <li>- increased understanding of how to take the same concept and teach ALL students</li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>- Engagement of staff to improve their practice and work alongside the school leaders</li> <li>- Ability to apply HITS that create improved students outcomes</li> </ul> <p>Staff Feedback</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- be open to sharing and modeling best practice to others</li> <li>- be increasingly receptive to their classroom practice being observed</li> <li>- understand that peer observation is a key driver in improving their practice and student outcomes</li> <li>- change their practice to be increasingly effective</li> </ul> <p>There will be increased consistency of 'best' practice throughout the school.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- have a voice in improving their learning and the way teachers teach</li> <li>- understand that their feedback is important</li> <li>- be increasingly open to sharing their thoughts on their learning</li> </ul>
<p><b>Success Indicators</b></p>	<p>Evidence of improvements in:</p> <ul style="list-style-type: none"> <li>- NAPLAN (particularly Top 2 bands and high growth)</li> <li>- Teacher Judgement data (at and above)</li> <li>- PAT and On Demand - Reading and Maths</li> <li>- Running Records (particularly F - 2), PROBE (Year 3 - 6)</li> <li>- Pre-Post Maths assessment (students making adequate growth between assessments)</li> </ul> <p>Every teacher will be involved in the completion of a Learning Improvement Cycle plan each term.</p> <p>Teachers assessing themselves each term against the learning continuum for the individual HITS that has been chosen as a school focus. Evidence of improvement will be shown as an increased number of teachers move along the continuum from the baseline assessment.</p> <p>There will be an increased number of teachers who openly allow others to view their practice. This will be measured in relation to how many volunteer to participate from the initial outset.</p> <p>Increased consistency of practice throughout the school - measured by the observation data sheets</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teaching partners will work once a week with a designated area of the school. Initial focus - Year 1/2	<input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Teaching partners will work with the wider leadership team to plan and implement the current initiative and future directions.	<input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Learning Specialists to work with their team to implement key strategies outlined by the Teaching partners	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <input checked="" type="checkbox"/> Equity funding will be used
All staff will complete the Student Improvement Cycle each term	<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
Develop consistent assessment documents that are implemented throughout the school in Mathematics	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$116,000.00  <input type="checkbox"/> Equity funding will be used
Weekly professional learning that enables staff to use and analyse data to inform teaching and learning of Reading and Mathematics	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Provide Teaching Partners with student data every 5 weeks to support teachers to analyse student progress	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Release all Year 1/2 teachers via timetabled release to work with Teaching Partners every Wednesday	<input checked="" 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
Provide time release to Learning Specialists - Literacy of a Wednesday and Thursday to enable them to work alongside the Teaching Partners and then follow up with their teams the following day	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Work with the Maths leaders to implement learning from PMSS sessions as part of the PL schedule. Focus on embedding and extending tasks.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop a Professional Learning program that rotates Literacy, Numeracy and Student Wellbeing every 3 weeks	<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
Staff meetings agendas will have a focus on administration, as well as improving academic outcomes by incorporating HITS, data reviews and moderation within and across teams	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Research a range of feedback models including classroom observations, learning walks	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop an effective feedback model that focuses both on teacher practice and student learning	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Development of proformas for observations to ensure clarity for teacher and observer	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Trial the feedback model and make any necessary amendments based on student and teacher feedback	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To create learning environments which promote high levels of student motivation, engagement and active contribution to learning success. To foster respectful relationships through the school values.			
<b>12 Month Target 2.1</b>	Reduce the whole school average student absence rate to 18.5 days or less			
<b>12 Month Target 2.2</b>	Reduce the average unapproved student absence rate to 7 days or less			

<b>12 Month Target 2.3</b>	<p>Effective Teaching Practice for Cognitive Engagement:</p> <ul style="list-style-type: none"> <li>- Stimulated Learning to be at 81%</li> </ul> <p>Teacher Student Relations:</p> <ul style="list-style-type: none"> <li>- Effort to be 88%</li> <li>- Teacher Concern to be 86%</li> </ul> <p>Learner Characteristics and Disposition:</p> <ul style="list-style-type: none"> <li>- Motivation and Interest to be at 91%</li> </ul> <p>Social Engagement:</p> <p>Sense of Connectedness- I look forward to going to school to be at 82%</p>
<b>12 Month Target 2.4</b>	<p>Parent Survey 2019 to be at or above 2018 results in the following domains:</p> <ul style="list-style-type: none"> <li>- Connection and Progression - 87%</li> <li>- Parent Community Engagement - 78%</li> <li>- Safety - 86%</li> <li>- School Ethos and Environment - 86%</li> </ul>
<b>KIS 1</b> Health and wellbeing	<p>Utilising the DET and school based social, emotional and wellbeing resources to embed a revised whole school approach to student health and wellbeing.</p>
<b>Actions</b>	<p>Develop teacher capacity to enhance student engagement and wellbeing through the introduction of SWPBS framework.</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Increased staff confidence in managing challenging behaviours through utilising of the flowchart</li> <li>- Increased staff engagement with parent community</li> <li>- Increased motivation of students to attend school</li> </ul>
<b>Success Indicators</b>	<p>Evidence of improvements in:</p> <ul style="list-style-type: none"> <li>- Attitude to School Survey Data (improve across all factors)</li> <li>- Parent Opinion Data (in particular student safety)</li> <li>- School absence data will reduce across all year levels and fewer recorded unexplained absences</li> <li>- Fewer reported incidents of challenging behaviour in classrooms and the yard</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review the SWPBS team	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Development of a School Wide Values/ Expectation Matrix utilising feedback from staff, students and the parent community	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop a professional learning program that incorporates providing information, consultation and small working parties to implement the SWPBS framework	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Development of a whole school rewards system through consultation with staff and students	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Work with SWPBS Coach (Karla Anderson) to implement the framework at LGPS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Enable key participants from the SWPBS team attend DET training	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00



	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator		to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
Allocate staff professional learning every 3 weeks to Student Wellbeing to enable SWPBS to be introduced to staff	<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
Review Compass set up to ensure data collection is suitable to gain knowledge of incidents, parent communication, absences. Make necessary alterations.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Empowering students and building school pride	To develop effective feedback strategies that improves student learning and teacher practice.			
<b>Actions</b>	Teachers will establish effective goal setting and feedback processes in their classroom			
<b>Outcomes</b>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- be increasingly receptive to students directing their learning</li> <li>- have increased their understanding of effective practices via the key elements of goal setting and feedback</li> <li>- rate themselves at a minimum of embedding or excelling on the continuum of practice</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- work alongside their teachers to set learning goals</li> <li>- have an increased understanding of their learning goals</li> </ul>			
<b>Success Indicators</b>	<p>Teachers will demonstrate growth on the continuum of practice.</p> <p>Students able to articulate their learning - especially in regards to LI and SC</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Baseline data to be collected at the beginning of the year for each of the 5 HITS that have and will be introduced against the continuum of practice	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Staff to review their classroom processes against the continuum of practice	<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
Feedback and Goal Setting to be incorporated into discussions during Literacy and Numeracy professional learning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Reading and Maths goals to be accessible to students in classrooms	<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
Reading and Maths goals to be shared with parents as they are renewed to encourage home-school partnerships	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$167,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	\$167,000.00	\$0.00

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Learning Specialists to work with their team to implement key strategies outlined by the Teaching partners	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$80,000.00	\$80,000.00
Provide time release to Learning Specialists - Literacy of a Wednesday and Thursday to enable them to work alongside the Teaching Partners and then follow up with their teams the following day	from: Term 1 to: Term 4		\$80,000.00	
Development of a School Wide Values/ Expectation Matrix utilising feedback from staff, students and the parent community	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Enable key participants from the SWPBS team attend DET training	from: Term 1 to: Term 2		\$5,000.00	

<b>Totals</b>	\$167,000.00	
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### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Assessment spreadsheet / data to be available for discussion at all planning sessions	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Utilise data to inform planning and ensure lesson plans are differentiated to meet individual student needs	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Throughout professional learning session, PLTs and planning sessions, highlight key aspects of the Literacy and Numeracy strategy and resources available to support teaching and learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy 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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> PLC/PLT Meeting		
Work with Teaching Partners and Learning Specialists - Literacy to allocate time in professional learning and team planning sessions to improve staff knowledge of assessment practices	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Model how to implement assessment tools for Literacy e.g Running Records, Probe, PAT etc	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Model how to analyse individual and group data from assessment tools in order to improve differentiation in reading	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Model how to implement assessment tools for Numeracy e.g Pre assessment, PAT etc	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Model how to analyse individual and group data from assessment tools in order to improve differentiation in Mathematics	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Review DET Literacy and Numeracy resources and determine the key aspects that need to be shared with staff to improve practice	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Lit and Num Toolkit	<input checked="" type="checkbox"/> On-site
Teaching partners will work once a week with a designated area of the school. Initial focus - Year 1/2	<input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Teaching partners will work with the wider leadership team to plan and implement the current initiative and future directions.	<input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site

Learning Specialists to work with their team to implement key strategies outlined by the Teaching partners	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
All staff will complete the Student Improvement Cycle each term	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop consistent assessment documents that are implemented throughout the school in Mathematics	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Weekly professional learning that enables staff to use and analyse data to inform teaching and learning of Reading and Mathematics	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Work with the Maths leaders to implement learning from PMSS sessions as part of the PL schedule. Focus on embedding and extending tasks.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site



Develop a Professional Learning program that rotates Literacy, Numeracy and Student Wellbeing every 3 weeks	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources SWPBS coach	<input checked="" type="checkbox"/> On-site
Staff meetings agendas will have a focus on administration, as well as improving academic outcomes by incorporating HITS, data reviews and moderation within and across teams	<input checked="" type="checkbox"/> All Staff	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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Research a range of feedback models including classroom observations, learning walks	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL	<input checked="" type="checkbox"/> On-site
Development of a School Wide Values/ Expectation Matrix utilising feedback from staff, students and the parent community	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s)	from: Term 2 to: Term 3	<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"/> External consultants SWPBS coach	<input checked="" type="checkbox"/> On-site

Develop a professional learning program that incorporates providing information, consultation and small working parties to implement the SWPBS framework	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<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"/> Departmental resources SWPBS coach	<input checked="" type="checkbox"/> On-site
Enable key participants from the SWPBS team attend DET training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources SWPBS coach	<input checked="" type="checkbox"/> Off-site SWPBS training at Hazel Glen College
Allocate staff professional learning every 3 weeks to Student Wellbeing to enable SWPBS to be introduced to staff	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Feedback and Goal Setting to be incorporated into discussions during Literacy and Numeracy professional learning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site