

# 2021 Annual Implementation Plan

## for improving student outcomes

Killara Primary School (5352)



Submitted for review by Michelle Huggan (School Principal) on 16 December, 2020 at 12:30 PM  
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 27 January, 2021 at 12:15 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2021

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

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

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

<b>Enter your reflective comments</b>	Despite the impact that COVID-19 had on the community as a whole, Killara was able to keep a significant number of its school improvement strategies in place over the course of the year. This was particularly the case with regard to staff professional learning which continued as planned, with sessions being presented in both face to face and online environments. While this year has been a challenging one, not just because of the impact of COVID-19, but also due to the financial constraints of the school, staff remain focussed on the continued improvement of outcomes for students in both their learning and wellbeing.
<b>Considerations for 2021</b>	The school will continue to strengthen the implementation of the School Wide Positive Behaviour Support Program, including the next phase of the implementation of the Aristotle Emotional Intelligence Program during 2021. The school will also seek to implement key strategies identified in the 2020 Annual Implementation Plan that were unable to be completed due to the impact of remote and flexible learning.

<b>Documents that support this plan</b>	
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## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To improve learning outcomes in literacy for all students
<b>Target 2.1</b>	To increase the percentage of Year 5 students in the top two bands in NAPLAN Reading from 36% (3-year average 2017—2019) to 42% (3-year average).
<b>Target 2.2</b>	To increase the percentage of Year 5 students in the top two bands in NAPLAN Writing from 12% (3-year average 2017—2019) to 20% (3-year average).
<b>Target 2.3</b>	To increase high relative growth of students in NAPLAN Reading from 19% (3-year average) to 30% (3-year average).

<b>Target 2.4</b>	To increase high relative growth of students in NAPLAN Writing from 21% (3-year average) to 30% (3-year average).
<b>Target 2.5</b>	To increase the percentage of students achieving above the expected level in Teacher Judgements Reading from 37% (3-year average 2016-2018) to 45% (3-year average).
<b>Target 2.6</b>	To increase the percentage of students achieving above the expected level in Teacher Judgements for Writing from 18% (3-year average 2016—2018) to 26% (3-year average).
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Collaboratively develop a guaranteed and viable curriculum for the teaching of literacy across the school
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Build teacher capacity to collect and utilise data and a range of assessment strategies to inform planning and practice for point of need teaching in literacy
<b>Key Improvement Strategy 2.c</b> Instructional and shared leadership	Develop the capacity of middle leaders to use an improvement cycle to lead collaborative teams with collective responsibility to develop effective and consistent teaching practices in literacy
<b>Goal 3</b>	To improve learning outcomes in numeracy for all students
<b>Target 3.1</b>	To increase the percentage of Year 5 students in the top two bands NAPLAN Numeracy from 19% (3-year average 2017—2019) to 31% (3-year average)
<b>Target 3.2</b>	To increase High Relative Growth of students in NAPLAN Numeracy from 12% (3-year average) to 25% (3-year average)

<b>Target 3.3</b>	To increase the percentage of students achieving above the expected level in Teacher Judgements Number and Algebra from 26% (3-year average 2016—2018) to 35% (3-year average).
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Collaboratively develop a guaranteed and viable curriculum for the teaching of numeracy across the school
<b>Key Improvement Strategy 3.b</b> Evaluating impact on learning	Build teacher capacity to collect and utilise data and a range of assessment strategies to inform planning and practice for point of need teaching in numeracy
<b>Key Improvement Strategy 3.c</b> Instructional and shared leadership	Develop the capacity of middle leaders to use an improvement cycle to lead collaborative teams with collective responsibility to develop effective and consistent teaching practices in numeracy
<b>Goal 4</b>	To improve student engagement, voice and agency in their learning
<b>Target 4.1</b>	<b>Drafting note: please consider an additional data source, e.g. SSS and/or POS</b> To increase student sense of connectedness in the Attitudes to School from 58% positive responses to 75%
<b>Target 4.2</b>	To increase student voice and agency in the Attitudes to School from 57% positive responses to 75%
<b>Target 4.3</b>	To improve the average number of days absent from 17.5 days (2018) to 14 days
<b>Target 4.4</b>	To increase student feedback to improve practice in the Staff Opinion Survey from 39% positive responses to 80%

<b>Key Improvement Strategy 4.a</b> Health and wellbeing	Embed the School Wide Positive Behaviour Support Program across the school community
<b>Key Improvement Strategy 4.b</b> Evidence-based high-impact teaching strategies	Strengthen teacher capacity to work collaboratively to use evidence based, high impact teaching strategies to engage students in their learning
<b>Key Improvement Strategy 4.c</b> Empowering students and building school pride	Build teacher knowledge and understanding of student voice and agency to empower students and build school pride.
<b>Key Improvement Strategy 4.d</b> Intellectual engagement and self-awareness	Build the capacity and provide opportunities for students to be partners in learning at Killara Primary School



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target  The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Increase Parent Participation and Engagement (Parents) from 49% to 55% Increase School Connectedness (students) from 65% to 70%
To improve learning outcomes in literacy for all students	No	To increase the percentage of Year 5 students in the top two bands in NAPLAN Reading from 36% (3-year average 2017—2019) to 42% (3-year average).	
		To increase the percentage of Year 5 students in the top two bands in NAPLAN Writing from 12% (3-year average 2017 —2019) to 20% (3-year average).	
		To increase high relative growth of students in NAPLAN Reading from 19% (3-year average) to 30% (3-year average).	
		To increase high relative growth of students in NAPLAN Writing from 21% (3-year average) to 30% (3-year average).	

		To increase the percentage of students achieving above the expected level in Teacher Judgements Reading from 37% (3-year average 2016-2018) to 45% (3-year average).	
		To increase the percentage of students achieving above the expected level in Teacher Judgements for Writing from 18% (3-year average 2016—2018) to 26% (3-year average).	
To improve learning outcomes in numeracy for all students	Yes	To increase the percentage of Year 5 students in the top two bands NAPLAN Numeracy from 19% (3-year average 2017—2019) to 31% (3-year average)	Year 5 Numeracy – Increase % of students in the top 2 bands from 19% to 25%
		To increase High Relative Growth of students in NAPLAN Numeracy from 12% (3-year average) to 25% (3-year average)	Numeracy Yr 3-5 Increase the % of students showing high growth from 12% to 18%
		To increase the percentage of students achieving above the expected level in Teacher Judgements Number and Algebra from 26% (3-year average 2016—2018) to 35% (3-year average).	Number & Algebra- Increase % of students achieving above expected level from 26% to 31%
To improve student engagement, voice and agency in their learning	Yes	<p>Drafting note: please consider an additional data source, e.g. SSS and/or POS</p> <p>To increase student sense of connectedness in the Attitudes to School from 58% positive responses to 75%</p>	Student Sense of Connectedness- Increase from 58% positive responses to 65%

		To increase student voice and agency in the Attitudes to School from 57% positive responses to 75%	Student Voice & Agency- Increase from 57% positive responses to 65%
		To improve the average number of days absent from 17.5 days (2018) to 14 days	To improve the average number of days absent from to 16 days
		To increase student feedback to improve practice in the Staff Opinion Survey from 39% positive responses to 80%	Student Feedback to Improve Practice- Increase from 39% positive responses to 60%

<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	Increase Parent Participation and Engagement (Parents) from 49% to 55% Increase School Connectedness (students) from 65% to 70%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes

<b>KIS 3</b> 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.	
<b>Goal 2</b>	To improve learning outcomes in numeracy for all students	
<b>12 Month Target 2.1</b>	Year 5 Numeracy – Increase % of students in the top 2 bands from 19% to 25%	
<b>12 Month Target 2.2</b>	Numeracy Yr 3-5 Increase the % of students showing high growth from 12% to 18%	
<b>12 Month Target 2.3</b>	Number & Algebra- Increase % of students achieving above expected level from 26% to 31%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Collaboratively develop a guaranteed and viable curriculum for the teaching of numeracy across the school	Yes
<b>KIS 2</b> Evaluating impact on learning	Build teacher capacity to collect and utilise data and a range of assessment strategies to inform planning and practice for point of need teaching in numeracy	Yes
<b>KIS 3</b> Instructional and shared leadership	Develop the capacity of middle leaders to use an improvement cycle to lead collaborative teams with collective responsibility to develop effective and consistent teaching practices in numeracy	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school has continued to develop teacher capacity and knowledge regarding best teaching and learning practice, informed by student data and research, through a focus in the past two years on the teaching and learning of literacy. A focus for 2021 on Numeracy will build on teacher's knowledge of the Workshop Model and enable teachers to transfer and refine this knowledge as it relates to the teaching and learning of Numeracy. This will also help focus the work of the implementation of the PLC inquiry cycle to ensure that teachers have the opportunity to build their capacity to use and analyse student data to inform planning and practice for point of need teaching in Numeracy.	
<b>Goal 3</b>	To improve student engagement, voice and agency in their learning	
<b>12 Month Target 3.1</b>	Student Sense of Connectedness- Increase from 58% positive responses to 65%	
<b>12 Month Target 3.2</b>	Student Voice & Agency- Increase from 57% positive responses to 65%	
<b>12 Month Target 3.3</b>	To improve the average number of days absent from to 16 days	
<b>12 Month Target 3.4</b>	Student Feedback to Improve Practice- Increase from 39% positive responses to 60%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Health and wellbeing	Embed the School Wide Positive Behaviour Support Program across the school community	Yes
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Strengthen teacher capacity to work collaboratively to use evidence based, high impact teaching strategies to engage students in their learning	Yes
<b>KIS 3</b> Empowering students and building school pride	Build teacher knowledge and understanding of student voice and agency to empower students and build school pride.	Yes
<b>KIS 4</b> Intellectual engagement and self-awareness	Build the capacity and provide opportunities for students to be partners in learning at Killara Primary School	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.

The school will continue to refine and expand on its implementation of the School Wide Positive Behaviour Support Program. The school will investigate a consistent system across the school to recognise positive behaviour of students, ready for implementation from the beginning of 2022. A continued focus on the effective use of the high impact teaching strategies, and in particular feedback through the lens of feedback from student to student and student to teacher, will further strengthen teacher capacity to develop student voice and agency within their learning.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Increase Parent Participation and Engagement (Parents) from 49% to 55% Increase School Connectedness (students) from 65% to 70%
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Implement Levelled Literacy Intervention Program</li> <li>* Implement GRIN Numeracy Intervention Program</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>* Participate in small group intervention programs in the area of literacy</li> <li>* Participate in small group intervention programs in the area of numeracy</li> <li>* Complete follow up activities to support intervention strategies and learning in the classroom and at home</li> <li>* Articulate their learning goals for literacy and numeracy and their next steps for learning as a result of being involved in the intervention program</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* Complete follow up support strategies with identified students inside the classroom program</li> <li>* Collaboratively plan within their PLC to use student data to monitor and track student learning growth</li> <li>* Work collaboratively with intervention staff, parents and students to maximise learning for students</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>* Allocate staff to implement the Levelled Literacy Intervention Program</li> <li>* Allocate a designated space for intervention programs to occur, and provide the resources required to support this</li> <li>* Identify students for participation in the school's intervention programs</li> <li>* Provide opportunities for professional learning for intervention staff to support the implementation of the Levelled Literacy and GRIN programs</li> <li>* Create a timetable that supports the implementation of the intervention programs during school hours</li> <li>* Communicate student selection and learning growth to parents throughout the student's participation in the intervention program</li> </ul>

Success Indicators	<ul style="list-style-type: none"> <li>* Timetable outlining intervention sessions and the staff allocated implemented and reviewed regularly over the year</li> <li>* Students participating in the program to show appropriate growth as measured by F &amp; P Benchmarking, On Demand and the Mathematics Online Interview</li> <li>* Professional learning for staff with regard to the Levelled Literacy Intervention and GRIN program conducted</li> <li>* Parents are informed of ways in which they can support their child's learning at home and the growth achieved as a result of their child's participation in the intervention program</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish Levelled Literacy Intervention Program	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish GRIN Intervention Program- including providing Professional Learning for Tutor	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$640.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide Professional Learning for staff regarding the F & P Levelled Literacy Program	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Monitor learning growth of students selected for the Levelled Literacy Intervention program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Monitor learning growth of students selected for the GRIN program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00



			to: Term 4	<input type="checkbox"/> Equity funding will be used
Conduct parent meetings/ information sessions with regard to how they can support their children in the learning of literacy	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Continue to implement the Aristotle Emotional Intelligence Program from Prep to Grade 6, as the school's socio-emotional curriculum</li> <li>* Continue partnership with Canine Comprehension to provide Pet Therapy for identified students</li> </ul>			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>* Participate in weekly Aristotle lessons conducted by their classroom teacher</li> <li>* Describe emotions and what these look/feel like</li> <li>* Articulate the various ways to tackle and respond to certain situations, particularly in times of challenge</li> <li>* Complete the Emotional Intelligence Assessment Tool where appropriate</li> <li>* Participate in Pet Therapy sessions as the need arises</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* Embed the Aristotle Emotional Intelligence Program as part of the classroom program</li> <li>* Collaboratively plan for extension lessons, in addition to the lessons as outlined in the program</li> <li>* Monitor student's emotional responses and plan for explicit teaching to meet current needs</li> <li>* Implement the Emotional Intelligence assessment tool, where appropriate, and analyse student growth</li> <li>* Identify students who would benefit from individual or small group Pet Therapy sessions</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>* Provide opportunities for parents to learn how they can support the development of their child's Emotional Intelligence</li> <li>* Provide any additional professional learning for staff, including inducting new staff to the school in the Aristotle Emotional Intelligence Program</li> <li>* Liaise with Swinburne University staff to continue with the staged implementation plan of the Aristotle Emotional Intelligence</li> </ul>			

	Program across the school * Provide resources and timetable Pet Therapy sessions for students identified in need			
<b>Success Indicators</b>	* Aristotle Emotional Intelligence Program embedded across the school as part of weekly teaching practice in all classrooms * Teacher's Work Programs identify the Aristotle lesson explicitly taught each week * Baseline data with regard to student Emotional Intelligence outcomes collected and student growth analysed where appropriate * Selected students attending individual or small group Pet Therapy sessions			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Implement phase 2 of Aristotle Emotional Intelligence Program	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Conduct Professional Learning for staff with regard to Emotional Intelligence	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Conduct Professional Learning for parents with regard to Emotional Intelligence	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Implement the Emotional Intelligence Assessment tool for students in Grades 3-6	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

Engage Pet Therapist to work with individual and small groups of students	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	* Establish a Community Hub at the school that supports strong connections between students, staff and parents			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>* Articulate the range of activities available to them in the Hub</li> <li>* Participate in activities through the hub to support their engagement and wellbeing</li> <li>* Participate in partnerships outside the school environment to support their engagement and wellbeing</li> <li>* Identify needs and ways of connecting with the wider community to support their learning</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* Lead and organise activities for students and the wider school community through the hub</li> <li>* Promote the activities of the hub to students and the wider school community</li> <li>* Partner with students and parents to co-construct leadership opportunities for students</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>* Liaise with external organisations to establish a Community Hub at Killara Primary School</li> <li>* Allocate a designated space for a Community Hub within the school</li> <li>* Publicise Community Hub activities to the school and wider Sunbury Community</li> </ul>			
<b>Success Indicators</b>	<p>A designated space identified &amp; utilised for the Community Hub</p> <p>Extra curricular activities conducted each term for students to participate in to support their engagement and wellbeing</p> <p>Extra curricular activities conducted each term for parents and the wider school community to participate in to strengthen community links to the school</p> <p>A co-constructed design for parents, students and school staff for the development of student voice and leadership and building support structures amongst the school community for student learning</p> <p>Links to external organisations to support the implementation of the Community Hub established</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Designate a space and establish it as a Community Hub	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop a timetable of extra curricular activities that can be accessed by students from the hub	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop a timetable of extra curricular activities that can be accessed by parents and the wider community from the hub	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Investigate and establish initial links with external organisations to build the profile and the capacity of the hub to strengthen community links with the school	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop a contingency plan for key hub activities to continue in the event of a further transition to remote learning	<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
<b>Goal 2</b>	To improve learning outcomes in numeracy for all students			
<b>12 Month Target 2.1</b>	Year 5 Numeracy – Increase % of students in the top 2 bands from 19% to 25%			

<b>12 Month Target 2.2</b>	Numeracy Yr 3-5 Increase the % of students showing high growth from 12% to 18%
<b>12 Month Target 2.3</b>	Number & Algebra- Increase % of students achieving above expected level from 26% to 31%
<b>KIS 1</b> Curriculum planning and assessment	Collaboratively develop a guaranteed and viable curriculum for the teaching of numeracy across the school
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Refine the whole school curriculum plan for Numeracy, including when key concepts are explicitly taught over the course of the year for all grade levels</li> <li>* Provide professional learning for staff with regards to best practice in teaching Mathematics, through utilising the Workshop Model</li> <li>* Build teacher capacity to analyse student data to determine the next point of need teaching for students</li> <li>* Conduct an audit of all Mathematics resources across the school</li> </ul>
<b>Outcomes</b>	<p>Students will</p> <ul style="list-style-type: none"> <li>* Articulate their learning goal for numeracy and the strategies they are using to achieve this</li> <li>* Participate in small groups that provide differentiated instruction to enable them to achieve their learning goals</li> <li>* Articulate the various stages of the Workshop Model as it applies to numeracy and their role in each stage</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>* Articulate the school's Instructional Model and how this is implemented in numeracy instruction across the school</li> <li>* Implement the whole school curriculum plan and scope and sequence documentation in the planning and instruction of numeracy.</li> <li>* Collaboratively plan within their PLC to use student data to provide a differentiated learning program for point of need teaching</li> </ul> <p>Leaders will</p> <ul style="list-style-type: none"> <li>* Lead professional learning regarding the Workshop Model as it applies to numeracy and how this is implemented into planning and classroom programs</li> <li>* Conduct professional learning for staff with regard to the learning continuum and how it applies to Mathematics</li> <li>* Lead professional learning for staff to develop a shared understanding across the staff of the developmental sages of Mathematics and the effective teaching strategies e.g. HITS to support this</li> <li>* Build the capacity of teaching staff to actively participate and work collaboratively through PLC Inquiry cycles to inform planning and practice for point of need teaching</li> </ul>
<b>Success Indicators</b>	<p>Consistent Classroom Practice in the teaching of numeracy observed through Peer Observations</p> <p>Embedded use of the whole school instructional model in school planning documents and classroom practice</p> <p>School Instructional Model as it is represented in a Numeracy session on display in classrooms with staff and students able to</p>

	articulate this Staff working collaboratively through PLC Inquiry Cycles that uses student data to inform future planning to ensure point of need teaching for students			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum PLC to review and audit whole school Mathematics scope and sequence documents to ensure consistency in language across all year levels	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Allocate meeting time as part of the school's meeting schedule to develop the knowledge and capacity of staff to embed the Workshop Model into classroom numeracy practice	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Conduct Professional learning with regard to the learning continuum as it applies to Mathematics	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Evaluating impact on learning	Build teacher capacity to collect and utilise data and a range of assessment strategies to inform planning and practice for point of need teaching in numeracy			
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Build teacher capacity to participate in a PLC inquiry cycle for improved student learning outcomes</li> <li>* Identify and build the capacity of teacher leaders to lead the analysis of student data to inform planning and practice during whole school meetings and collaborative planning time</li> <li>* Refine the use of data walls to track student learning growth over the course of the year</li> </ul>			
<b>Outcomes</b>	Students will <ul style="list-style-type: none"> <li>* Articulate their current level of learning and the steps they need to take to the next level of learning</li> </ul>			

	<ul style="list-style-type: none"> <li>* Articulate their learning goals for numeracy</li> <li>* Provide feedback to teachers regarding their learning and how they learn best</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>* Participate in the PLC Inquiry cycle to analyse student data to inform planning and programming</li> <li>* Communicate student learning data to students and provide feedback regarding next learning steps</li> <li>* Articulate the learning growth of students in their class and cohort</li> <li>* Establish aspirational learning goals for students in numeracy and target planning to achieve this</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>* Provide professional learning for staff regarding the PLC Inquiry Cycle</li> <li>* Provide professional learning for staff regarding the learning continuum as it applies to Mathematics</li> <li>* Provide consistent resources across all teaching teams to support planning and programming</li> </ul>			
<b>Success Indicators</b>	<p>PLC Inquiry Template embedded as part of the PLC process across the school</p> <p>Staff working collaboratively through PLC Inquiry Cycles that uses student data to inform future planning to ensure point of need teaching for students</p> <p>Progress along the PLC Maturity Matrix as assessed by each teaching team</p> <p>Align teacher judgments with standardised Mathematics assessment tools (e.g. On Demand, Mathematics Online Interview) on the whole school Mathematics Data Wall</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Continue to provide professional learning for staff regarding the PLC inquiry cycle and the research that sits behind this	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Continue to implement the school PLC inquiry cycle template to support the implementation of a 6 week inquiry cycle	<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

Identify future PLC leaders and provide opportunities for staff to develop their leadership potential.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,320.00  <input checked="" type="checkbox"/> Equity funding will be used
Monitor the implementaiton of strategies identified through the PLC inquiry process to ensure positive impiact on student outcomes	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Create and refine a data wall to track student growth in Mathematics as measured through the Victorian Curriculum.	<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
<b>KIS 3</b> Instructional and shared leadership	Develop the capacity of middle leaders to use an improvement cycle to lead collaborative teams with collective responsibility to develop effective and consistent teaching practices in numeracy			
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Identify team leaders for 2021 who will lead the PLC process within their team</li> <li>* Build the capacity of teacher leaders to lead the analysis of student data to inform planning and practice during whole school meetings and collaborative planning time</li> <li>* Conduct a PLC inquiry process at a leadership level</li> <li>* Provide professional learning opportunities for middle leaders to develop their leadership skills</li> </ul>			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>* Articulate their current level of learning and the steps they need to take to the next level of learning</li> <li>* Articulate their learning goals for literacy and numeracy and the strategies they are using to achieve this</li> <li>* Provide feedback to teachers and school leadership regarding their learning and how they learn best</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* Participate in PLC inquiry processes that are led by identified team leaders</li> <li>* Collaboratively plan within their PLC to use student data to provide a differentiated learning program for point of need teaching</li> </ul>			



	<p>* Participate in Peer Observations to build consistency in teaching practice across the school</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>* Participate in professional learning opportunities that develop their leadership skills</li> <li>* Participate and lead a PLC inquiry at both a leadership and team level</li> <li>* Provide ongoing support for team leaders through facilitating regular meetings</li> <li>* Facilitate Peer Observations and Coaching for staff</li> </ul>			
<b>Success Indicators</b>	<p>Middle Leaders will be identified and lead teaching teams</p> <p>PLC inquiry process conducted at team and leadership levels</p> <p>Professional learning accessed to develop leadership skills of middle leaders</p> <p>Greater consistency in teaching practice observed through Peer Observations</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Identify team PLC leaders for 2021	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Conduct a PLC inquiry cycle at the leadership level	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Provide Professional Learning for Middle Leaders with regard to analysing student data to inform planning and practice	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,320.00  <input checked="" type="checkbox"/> Equity funding will be used
Investigate, and provide where appropriate, Professional Learning for Middle Leaders to develop their capacity as leaders within the school	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$4,320.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Implement Peer Observations throughout the school	<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
<b>Goal 3</b>	To improve student engagement, voice and agency in their learning			
<b>12 Month Target 3.1</b>	Student Sense of Connectedness- Increase from 58% positive responses to 65%			
<b>12 Month Target 3.2</b>	Student Voice & Agency- Increase from 57% positive responses to 65%			
<b>12 Month Target 3.3</b>	To improve the average number of days absent from to 16 days			
<b>12 Month Target 3.4</b>	Student Feedback to Improve Practice- Increase from 39% positive responses to 60%			
<b>KIS 1</b> Health and wellbeing	Embed the School Wide Positive Behaviour Support Program across the school community			
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Continue to implement key SWPBS documentation e.g. behaviour matrix &amp; staged response in all classrooms across the school</li> <li>* Conduct a SET to gain baseline data regarding the implementation of SWPBS Program across the school</li> <li>* Investigate and establish a consistent reward system for positive behaviour that can be implemented across the school from the beginning of 2022</li> <li>* Review &amp; refine key SWPBS documentation as needed</li> </ul>			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>* Articulate the school values and what this looks like inside, outside, during movement and when using ICT</li> <li>* Articulate the school's staged response to behaviour and the actions that are taken at each stage</li> <li>* Provide feedback to the SWPBS team regarding the reward system to be implemented from the beginning of 2022 including the types of positive behaviour to be rewarded and the rewards that are offered</li> </ul> <p>Staff will:</p>			

	<ul style="list-style-type: none"> <li>* Articulate the school values and what this looks like in practice for all members of the school community</li> <li>* Implement consistently the school's staged response to behaviour</li> <li>* Collaboratively investigate and choose a whole school reward system ready for implementation in 2022</li> <li>* Provide feedback and review the implementation of key SWPBS documentation e.g. behaviour matrix &amp; staged response</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>* Support the implementation of the School Wide Positive Behaviour Support Program</li> <li>* Articulate and communicate the school's values and what this looks like in practice for all members of the school community regularly throughout the year in a range of forums and methods</li> <li>* Articulate the school's staged response to behaviour and the actions that are undertaken at each stage</li> <li>* Plan for the implementation of a whole school reward system in 2022</li> <li>* Refine key SWPBS documentation according to staff feedback and results from the SET</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>* Behaviour Matrix and Staged Response for Student Behaviour on display in all classrooms</li> <li>* Whole school reward system developed and documented ready for implementation from the beginning of 2022</li> <li>* SET used to inform and develop future implementation strategies for School Wide Positive Behaviour Support Program</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Maintain a School Wide Positive Behaviour Support Program PLC that will attend training and monitor consistency in implementation across the school	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Investigate and choose a whole school reward system that can be implemented across all levels of the school from 2022.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Conduct SET to inform and develop future implementation strategies for School Wide Positive Behaviour Support Program	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
Review and refine key SWPBS documentation e.g. behaviour matrix & staged response as a result of staff feedback and the SET	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Strengthen teacher capacity to work collaboratively to use evidence based, high impact teaching strategies to engage students in their learning			
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Continue to provide professional learning for staff regarding evidence based, high impact teaching strategies to engage students in their learning with a focus on Worked Examples</li> <li>* Provide opportunities for teachers to regularly reflect on their instructional practices through using the HITS Self Assessment tool</li> <li>* Provide opportunities for staff to connect multiple HITS to structure, strategy and practice</li> </ul>			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>* Identify aspects of the HITS e.g. Setting Goals (Learning Intentions and Success Criteria) and Worked Examples</li> <li>* Articulate what they are learning and how they will know they have been successful</li> <li>* Identify each stage of the instructional model and their role within it</li> <li>* Practice using Worked Examples or exemplars to model high expectations for learning</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* Reflect regularly on their understanding of the HITS through the HITS Self Assessment Tool</li> <li>* Articulate how the HITS relates to each stage of the school's instructional model</li> <li>* Engage in the research related to High Impact Teaching strategies and the impact (effect size) of each</li> <li>* Participate in Peer Observations to build knowledge and capacity regarding High Impact Teaching Strategies</li> <li>* Build capacity in selection of multiple HITS to target an area of needs e.g feedback</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>* Lead professional learning regarding the HITS and how they relate to each stage of the school's instructional model</li> <li>* Monitor the use of HITS in classroom instruction through Peer Observations to reflect on the consistency in implementation of HITS across the school</li> <li>* Allocate meeting time to allow teachers to regularly reflect on their instructional practices through using the HITS Self Assessment</li> </ul>			

	Tool * Facilitate Peer Observations and Coaching for staff regarding the HITS			
<b>Success Indicators</b>	Progress along the HITS Self Assessment Tool by teaching staff High Impact Teaching Strategies embedded into classroom practice as observed through Peer Observations Meeting time with a focus on HITS allocated regularly through the meeting schedule			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Implement Peer Observations throughout the school	<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
Provide Opportunities for teachers to self-reflect on the HITS Self Assessment Tool	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Implement Coaching Program to build staff capacity to embed HITS into their classroom practice	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Provide Professional Learning for staff regarding deeper learning of the HITS and how they impact on student learning	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b>	Build teacher knowledge and understanding of student voice and agency to empower students and build school pride.			

Empowering students and building school pride	
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Provide professional learning for staff with regard to effective feedback- student to teacher and student to student</li> <li>* Provide opportunities for teachers to regularly reflect on their instructional practices using effective feedback</li> <li>* Collect base-line data on the use of feedback across the school and monitor as professional learning is undertaken</li> <li>* Provide Professional Learning for staff with regard to Student Agency and how to embed student agency and voice into classroom practice</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>* Identify the types of feedback and how it impacts on their learning</li> <li>* Articulate where they are currently at in their learning and the next steps they need to take to improve their learning as a result of the feedback provided</li> <li>* Provide feedback to their teachers regarding the effectiveness of instruction and how this can be improved</li> <li>* Provide feedback to peers regarding their learning</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* Identify the different types of feedback and their use of them within their classroom instruction</li> <li>* Engage in research related to effective feedback and the impact it has on student learning</li> <li>* Reflect on their use of feedback to students and how this can be improved</li> <li>* Provide opportunities for students to give feedback to teachers and students regarding learning</li> <li>* Participate in Peer Observations to build knowledge and capacity regarding Feedback</li> <li>* Participate in professional learning with regard to Student Agency and Voice</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>* Lead professional learning regarding effective feedback and how it relates to improved student outcomes</li> <li>* Lead professional learning regarding Student Voice and Agency and how to embed this into classroom practice</li> <li>* Monitor the use of feedback in classroom instruction through Peer Observations to reflect on the consistency in implementation across the school</li> <li>* Allocate meeting time to allow teachers to regularly reflect on their instructional practices regarding the use of feedback in their classroom program</li> <li>* Facilitate Peer Observations and Coaching for staff regarding effective feedback to improve student learning</li> </ul>
<b>Success Indicators</b>	<p>Improvement in the quality and type of effective feedback given from teacher to student, student to teacher and student to student  Effective feedback strategies embedded into classroom practice as observed through Peer Observations and Student Voice and</p>

	Agency Meeting time with a focus on effective feedback allocated regularly through the meeting schedule/ curriculum day Opportunities for effective feedback (teacher-student, student-student, student-teacher) embedded through planning and programming			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Conduct Curriculum Day with a focus on developing staff knowledge and skills with regard to effective feedback from student to student and student to teacher and how it impacts on student learning	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Implement Peer Observations throughout the school focused on the use of effective feedback	<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
Implement Coaching Program to build staff capacity to embed effective feedback into their classroom practice	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Conduct Curriculum Day with regard to Student Agency and Voice to build staff capacity to increase student agency in their learning	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$42,600.00	\$42,600.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$42,600.00</b>	<b>\$42,600.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish Levelled Literacy Intervention Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$7,000.00	\$7,000.00
Establish GRIN Intervention Program- including providing Professional Learning for Tutor	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$640.00	\$640.00
Implement phase 2 of Aristotle Emotional Intelligence Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Engage Pet Therapist to work with individual and small groups of students	from: Term 1	<input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Other	\$18,000.00	\$18,000.00



	to: Term 4	External Allied Health Service		
Identify future PLC leaders and provide opportunities for staff to develop their leadership potential.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$4,320.00	\$4,320.00
Provide Professional Learning for Middle Leaders with regard to analysing student data to inform planning and practice	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$4,320.00	\$4,320.00
Investigate, and provide where appropriate, Professional Learning for Middle Leaders to develop their capacity as leaders within the school	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$4,320.00	\$4,320.00
Maintain a School Wide Positive Behaviour Support Program PLC that will attend training and monitor consistency in implementation across the school	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
<b>Totals</b>			\$42,600.00	\$42,600.00

### Additional Equity spend

Outline here any additional Equity spend for 2021	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
Provide Professional Learning for staff regarding the F & P Levelled Literacy Program	<input checked="" type="checkbox"/> Leadership Team	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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Implement phase 2 of Aristotle Emotional Intelligence Program	<input checked="" type="checkbox"/> All Staff	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Swinburne University	<input checked="" type="checkbox"/> On-site
Conduct Professional Learning for staff with regard to Emotional Intelligence	<input checked="" type="checkbox"/> Allied Health	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Swinburne University	<input checked="" type="checkbox"/> On-site
Allocate meeting time as part of the school's meeting schedule to develop the knowledge and capacity of staff to embed the Workshop Model into classroom numeracy practice	<input checked="" type="checkbox"/> Leadership Team	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
Conduct Professional learning with regard to the	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

learning continuum as it applies to Mathematics		to: Term 4	<input checked="" type="checkbox"/> Curriculum development			
Continue to provide professional learning for staff regarding the PLC inquiry cycle and the research that sits behind this	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Identify future PLC leaders and provide opportunities for staff to develop their leadership potential.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants TBC	<input checked="" type="checkbox"/> Off-site TBC
Provide Professional Learning for Middle Leaders with regard to analysing student data to inform planning and practice	<input checked="" type="checkbox"/> Leadership Team	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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources TBC	<input checked="" type="checkbox"/> On-site
Investigate, and provide where appropriate, Professional Learning for Middle Leaders to develop their capacity as leaders within the school	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants TBC <input checked="" type="checkbox"/> Departmental resources TBC	<input checked="" type="checkbox"/> Off-site TBC

Maintain a School Wide Positive Behaviour Support Program PLC that will attend training and monitor consistency in implementation across the school	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources Regional Wellbeing Team	<input checked="" type="checkbox"/> On-site
Implement Coaching Program to build staff capacity to embed HITS into their classroom practice	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Provide Professional Learning for staff regarding deeper learning of the HITS and how they impact on student learning	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Conduct Curriculum Day with a focus on developing staff knowledge and skills with regard to effective feedback from student to student and student to teacher and how it impacts on student learning	<input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Implement Coaching Program to build staff capacity to embed effective feedback into their classroom practice	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Conduct Curriculum Day with regard to Student Agency and Voice to build staff capacity to increase student agency in their learning	<input checked="" type="checkbox"/> Leadership Team	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site