

2020 Annual Implementation Plan

for improving student outcomes

Narre Warren North Primary School (1901)



Submitted for review by Connie Vandervoort (School Principal) on 18 November, 2019 at 08:32 AM
Endorsed by Deborah Harry (Senior Education Improvement Leader) on 19 December, 2019 at 08:36 AM
Endorsed by Cathy Maher (School Council President) on 07 February, 2020 at 01:28 PM

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	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
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Embedding moving towards Excelling

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

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

Enter your reflective comments	<p>We have worked hard this year on implementing the goals in the 2019 AIP. We have a clear vision on where we are heading in 2020 building upon what has been established but ensuring that new teachers to our school are provided with the necessary professional learning and leadership support to implement already established programs into their classrooms successfully. We have maintained consistency in a majority of areas and overall have made good improvement. The main learning this year has been around the PLC program, implementation of the CAFE model and the SCRIPTS Writing program; and the development of the LATAR instructional model in Mathematics.</p>
Considerations for 2020	<p>In 2020 we will be having a huge changeover of staff so it is important that new staff are inducted in the programs and processes that are already embedded into our school. Our school is also having a rebuild of the main building which will cause some disruptions to the teaching and learning in the school in 2020. As a consequence we will need to focus on less and ensure that new teachers develop a really good understanding of processes and procedures already in place as well as the school's instructional model.</p> <p>Our intent is to implement the whole school instructional model (LATAR) developed in 2019, build teacher capacity in English and Mathematics, particularly for new staff; and provide the best educational opportunities, including empowering</p>

	<p>students, giving them a voice in their learning in order to improve student engagement.</p> <p>In 2020 we will be continuing the implementation of the Professional Learning Communities Program. A Leading Teacher has been appointed to support this program.</p> <p>Learning Specialists in English and Mathematics will be supporting teachers to improve teacher practice in English and Mathematics and the Student Wellbeing Leading Teacher will focus on improving student wellbeing and engagement.</p> <p>By focusing on Building Practice Excellence, Curriculum Planning and Assessment; and Building a Culture of Student Centred Learning we will enhance teaching and learning in order to achieve our intent.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	Develop a whole school Instructional model.
Target 1.1	<p>Completed documentation of draft Instructional Model</p> <p>Maintain or Improve NAPLAN Data in relation to the two top bands in Numeracy (2017: 33% Grade 3; 36% Grade 5)</p> <p>SOS: Results of School Climate variable: Collective Efficacy (78% in 2018); and Academic Focus (66% in 2018) to be sustained or show continuous improvement using 2018 results as base line</p> <p>SATS: Results of variable: Learning Confidence (77% in 2018) and Student Motivation (76% in 2018) to be sustained or show continuous improvement using 2018 results as a base line.</p>
Key Improvement Strategy 1.a Building practice excellence	Implement the agreed Instructional model in Mathematics.
Goal 2	To improve student achievement in English with an emphasis on Reading and Writing.
Target 2.1	<p>Maintain and/or increase the percentage of students in the top two Vic Curriculum bands (A & B) in Reading and Writing (2017: Reading - 58% above expected level; Writing - 32% above expected level; 2018: Reading 58%; Writing 31%)</p> <p>Reduce percentage of students with low growth as identified by Naplan results in Reading and Writing (2017: Reading: 9% Writing 28%; 2018: Reading: 24% Writing 30% - online)</p> <p>Increase percentage of students with high growth as identified by Naplan results in Reading and Writing. (2017: Reading 41%; Writing 21%; 2018: Reading 18% Writing 33% - online)</p>

Key Improvement Strategy 2.a Curriculum planning and assessment	Trial and implement the SCRIPTS Writing program.
Key Improvement Strategy 2.b Curriculum planning and assessment	Maintain whole school consistency in Reading through implementation of the CAFE Program.
Goal 3	Build a culture of student-centred learning
Target 3.1	<p>SATS: Results of variables: Connectedness to School (70% in 2017); Self Regulation and Goal Setting (81% in 2017); and Student Voice (57% in 2017) to show continuous improvement using 2017 results as base line.</p> <p>POS: Results of variables: Student Agency and Voice (78% in 2017) and Parent Communication (80% in 2017) to show continuous improvement using 2017 results as base line.</p> <p>Conduct student survey to use with focus groups (P-6) to gain feedback from students regarding student agency; 2018 Semester 1 to be used as a benchmark.</p>
Key Improvement Strategy 3.a Health and wellbeing	Build social skills, emotional resilience and positive mental health and wellbeing in all students.
Key Improvement Strategy 3.b Empowering students and building school pride	Develop student voice and agency.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Develop a whole school Instructional model.	Yes	<p>Completed documentation of draft Instructional Model</p> <p>Maintain or Improve NAPLAN Data in relation to the two top bands in Numeracy (2017: 33% Grade 3; 36% Grade 5)</p> <p>SOS: Results of School Climate variable: Collective Efficacy (78% in 2018); and Academic Focus (66% in 2018) to be sustained or show continuous improvement using 2018 results as base line</p> <p>SATS: Results of variable: Learning Confidence (77% in 2018) and Student Motivation (76% in 2018) to be sustained or show continuous improvement using 2018 results as a base line.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Instructional models completed</p> <p>SOS: Increase the: Collective efficacy variable from 78% to 90% Academic focus variable from 66% to 75%</p> <p>SATS: Increase the: Learning confidence variable from 77% to 80% Student motivation variable from 76% to 80%</p> <p>NAPLAN Increase Year 5 Top 2 Bands in Numeracy from 31% in 2019 to 40% in 2020 Increase Year 3 Top 2 Bands in Numeracy from 42% in 2019 to 50% in 2020</p> <p>Growth - Year 5 Decrease low growth from 21% to 12% in Numeracy</p>

			<p>Increase high growth from 24% to 30% in Numeracy</p> <p>To increase NAPLAN above benchmark (24%) and meeting benchmark (64%) growth from 88% to 92% in Numeracy.</p> <p>To reduce discrepancy between teacher judgement and NAPLAN scores to less than 10% in Numeracy.</p>
To improve student achievement in English with an emphasis on Reading and Writing.	Yes	<p>Maintain and/or increase the percentage of students in the top two Vic Curriculum bands (A & B) in Reading and Writing (2017: Reading - 58% above expected level; Writing - 32% above expected level; 2018: Reading 58%; Writing 31%)</p> <p>Reduce percentage of students with low growth as identified by Naplan results in Reading and Writing (2017: Reading: 9% Writing 28%; 2018: Reading: 24% Writing 30% - online)</p> <p>Increase percentage of students with high growth as identified by Naplan results in Reading and Writing. (2017: Reading 41%; Writing 21%; 2018: Reading 18% Writing 33% - online)</p>	<p>Vic Curriculum: Increase the top two Curriculum Bands (above expected level) in: Reading from 58% to 60% Writing from 32% to 35%</p> <p>NAPLAN: Increase the top two bands in Reading: Grade 5 from 42% to 50% Grade 3 from 60% to 70%</p> <p>Increase the top two bands in Writing Grade 5 from 51% to 60% Grade 3 from 24% to 35%</p> <p>Decrease low growth to 15% in Reading and 15% in Writing NAPLAN Increase high growth to 28% in Reading and 35% in Writing NAPLAN</p> <p>To increase NAPLAN above benchmark (20%) and meeting benchmark (57%) growth from 77% to 90% in Reading.</p> <p>To increase NAPLAN above benchmark (34%) and meeting benchmark (46%)</p>

			<p>growth from 80% to 90% in Writing.</p> <p>To reduce discrepancy between teacher judgement and NAPLAN scores to less than 10% in Reading and Writing.</p>
Build a culture of student-centred learning	Yes	<p>SATS: Results of variables: Connectedness to School (70% in 2017); Self Regulation and Goal Setting (81% in 2017); and Student Voice (57% in 2017) to show continuous improvement using 2017 results as base line.</p> <p>POS: Results of variables: Student Agency and Voice (78% in 2017) and Parent Communication (80% in 2017) to show continuous improvement using 2017 results as base line.</p> <p>Conduct student survey to use with focus groups (P-6) to gain feedback from students regarding student agency; 2018 Semester 1 to be used as a benchmark.</p>	<p>Improvement in results in the following indicators</p> <p>SATS: Increase the: Connectedness to school variable from 73% to 80%. Self regulation and goal setting variable from 83% to 90%. Student voice variable from 60% to 70%.</p> <p>POS: Increase the: Agency and Voice variable from 79% to 80%. Teacher Communication variable from 68% to 85%. Improved focus group data based on discussions.</p>

Goal 1	Develop a whole school Instructional model.
12 Month Target 1.1	<p>Instructional models completed</p> <p>SOS: Increase the: Collective efficacy variable from 78% to 90% Academic focus variable from 66% to 75%</p>

	<p>SATS: Increase the: Learning confidence variable from 77% to 80% Student motivation variable from 76% to 80%</p> <p>NAPLAN Increase Year 5 Top 2 Bands in Numeracy from 31% in 2019 to 40% in 2020 Increase Year 3 Top 2 Bands in Numeracy from 42% in 2019 to 50% in 2020</p> <p>Growth - Year 5 Decrease low growth from 21% to 12% in Numeracy Increase high growth from 24% to 30% in Numeracy</p> <p>To increase NAPLAN above benchmark (24%) and meeting benchmark (64%) growth from 88% to 92% in Numeracy.</p> <p>To reduce discrepancy between teacher judgement and NAPLAN scores to less than 10% in Numeracy.</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Implement the agreed Instructional model in Mathematics. 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 2019, Narre Warren North PS developed instructional models in both Writing and Numeracy, and a model for Reading already had been implemented during 2018. This year, to further develop this goal, our school will link Inquiry to Literacy and Numeracy learning as much as possible.</p> <p>Non negotiables for Reading and Writing have developed in relation to teaching and learning and assessment procedures and the same is needed to be done for Mathematics. The Mathematics Instructional Model has been unpacked with staff including Teachers will... and Students will...During 2019 implementation across the school began. In 2019 walkthroughs and observations have been completed focusing on consistency of practice and explicit teaching. A focus will now be on ensuring staff are developing their practice in each area of the LATAR model to ensure effective teaching and learning in each classroom. The HITS will be embedded into the LATAR Instructional model.</p> <p>Whilst the Instructional Model for Mathematics was unpacked during 2019, in 2020 there will be a number of new staff that will require further professional development to maintain consistency across the school.</p>
Goal 2	To improve student achievement in English with an emphasis on Reading and Writing.

<p>12 Month Target 2.1</p>	<p>Vic Curriculum: Increase the top two Curriculum Bands (above expected level) in: Reading from 58% to 60% Writing from 32% to 35%</p> <p>NAPLAN: Increase the top two bands in Reading: Grade 5 from 42% to 50% Grade 3 from 60% to 70%</p> <p>Increase the top two bands in Writing Grade 5 from 51% to 60% Grade 3 from 24% to 35%</p> <p>Decrease low growth to 15% in Reading and 15% in Writing NAPLAN Increase high growth to 28% in Reading and 35% in Writing NAPLAN</p> <p>To increase NAPLAN above benchmark (20%) and meeting benchmark (57%) growth from 77% to 90% in Reading. To increase NAPLAN above benchmark (34%) and meeting benchmark (46%) growth from 80% to 90% in Writing. To reduce discrepancy between teacher judgement and NAPLAN scores to less than 10% in Reading and Writing.</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 1 Curriculum planning and assessment</p>	<p>Trial and implement the SCRIPTS Writing program.</p>	<p>Yes</p>
<p>KIS 2 Curriculum planning and assessment</p>	<p>Maintain whole school consistency in Reading through implementation of the CAFE Program.</p>	<p>No</p>

<p>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>	<p>During 2018, staff completed action research and as a result the SCRIPTS program was developed to improve student writing. Resources have been developed to support the implementation of this program (bookmarks, rubric and acts). Towards the end of 2019 staff trialed sections of the SCRIPTS bookmarks (Structure and Punctuation). At the end of 2019 the Literacy AIP team completed the development of all SCRIPTS bookmarks ready for testing the effectiveness of this resource during 2020. During 2019, staff collaboratively designed whole school non-negotiables for Writing and developed a shared vision for what this program will look like in classrooms. This included a breakdown of what 'Teachers will...' and 'Students will'... complete during the implementation of SCRIPTS.</p> <p>CAFE continues to be implemented school-wide and observations have been used to ensure consistency of practice is evident across the school. The HITS will be embedded into the instructional models for CAFE and SCRIPTS.</p> <p>In 2020 there will be a school wide focus on formative and summative assessment in both Reading and Writing.</p> <p>Due to a large turnaround in staff during 2020, Narre Warren North PS staff will look to ensure CAFE continues to be implemented consistently and induct new staff into how the program works at our school. SCRIPTS will be also revisited to ensure staff are well informed to run the program in their classrooms.</p>	
<p>Goal 3</p>	<p>Build a culture of student-centred learning</p>	
<p>12 Month Target 3.1</p>	<p>Improvement in results in the following indicators</p> <p>SATS: Increase the: Connectedness to school variable from 73% to 80%. Self regulation and goal setting variable from 83% to 90%. Student voice variable from 60% to 70%.</p> <p>POS: Increase the: Agency and Voice variable from 79% to 80%. Teacher Communication variable from 68% to 85%. Improved focus group data based on discussions.</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	

<p>KIS 1 Health and wellbeing</p>	<p>Build social skills, emotional resilience and positive mental health and wellbeing in all students.</p>	<p>Yes</p>
<p>KIS 2 Empowering students and building school pride</p>	<p>Develop student voice and agency.</p>	<p>No</p>
<p>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>	<p>During 2019 the school worked on implementing whole school programs for SEL and Ready to Learn. These programs had varied success due to the varied implementation from teachers within the classrooms. The whole school SEL plans have been completed with revisions being made as needed. In 2020 we wish to work with staff to ensure consistency across the school in delivery of these lessons and to ensure the needs of the students are being met. We have had a decrease in the Students Attitudes to School Survey Data. This data indicated that our year 5/6 students were feeling less connected to school and less heard. These results led us to conduct discussion groups with our year 4, 5 and 6 students and pinpoint the areas of improvement. The feedback was that there needed to be more consistency when dealing with behaviour issues in the classrooms, building school connectedness and increasing student voice and agency.</p>	

Define Actions, Outcomes and Activities

Goal 1	Develop a whole school Instructional model.
12 Month Target 1.1	<p>Instructional models completed</p> <p>SOS: Increase the: Collective efficacy variable from 78% to 90% Academic focus variable from 66% to 75%</p> <p>SATS: Increase the: Learning confidence variable from 77% to 80% Student motivation variable from 76% to 80%</p> <p>NAPLAN Increase Year 5 Top 2 Bands in Numeracy from 31% in 2019 to 40% in 2020 Increase Year 3 Top 2 Bands in Numeracy from 42% in 2019 to 50% in 2020</p> <p>Growth - Year 5 Decrease low growth from 21% to 12% in Numeracy Increase high growth from 24% to 30% in Numeracy</p> <p>To increase NAPLAN above benchmark (24%) and meeting benchmark (64%) growth from 88% to 92% in Numeracy.</p> <p>To reduce discrepancy between teacher judgement and NAPLAN scores to less than 10% in Numeracy.</p>
KIS 1 Building practice excellence	Implement the agreed Instructional model in Mathematics.
Actions	<p>Embed Instructional Model.</p> <p>Build teacher capacity to effectively teach Mathematics.</p>

<p>Outcomes</p>	<p>Leaders will: Implement the instructional model Develop and implement non-negotiables in Mathematics to develop consistency across the school. Implement the PLC program with teams. Facilitate professional learning for PLC Leaders. Participate in the School Improvement Partnership with Cardinia PS.</p> <p>Teachers will: Demonstrate confidence and consistency in their instructional approaches in Mathematics. Articulate and implement the key elements of the school's overall instructional model, including non-negotiables and specifics for Mathematics. Conduct regular and ongoing assessment as per the assessment schedule. Analyse student data in PLC meetings to determine students' point of need. Participate in walkthroughs. Demonstrate the use of the LATAR instructional model in Mathematics lessons. Conduct Inquiry cycles for Mathematics during PLC meetings.</p> <p>Students will: Be able to articulate aspects of the 'Teachers will... and Students will...' as part of the school's instructional model. Use feedback tools to articulate their understanding of the Learning Intention and Success Criteria. Provide teachers with feedback on their learning. Know and articulate the next step in their learning.</p>			
<p>Success Indicators</p>	<p>Documented instructional model and non-negotiables. Evidence of HITS within the instructional model. Documented peer and leadership observations including evidence of change in practice. Teachers' planning and work programs are consistent with the developed model. Improvement in student learning and growth in Mathematics through Essential Assessment, moderated work samples and anecdotal observations. Collective responsibility in teams of cohort data as evidenced by minutes, planning documentation, reports and data collection. PDP goal achieved. Increase in student learning confidence and motivation toward learning.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>

Staff Professional Development to unpack the LATAR model with the embedded HITS with new staff and consolidate with existing staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
PLC Leaders to conduct Numeracy Inquiry Cycles during PLC meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Non negotiables for Mathematics to be developed in relation to teaching and learning and assessment procedures.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$500.00 <input type="checkbox"/> Equity funding will be used
Leadership and Learning Specialists to conduct formal and informal walkthroughs/observation to ensure consistency in assessment and practice.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Implement processes for giving and receiving feedback to and from students about their learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)			<input type="checkbox"/> Equity funding will be used
Professional Development to be conducted with staff regarding formative and summative assessment procedures in Mathematics.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
All staff to be supported to complete the PLC online modules.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Participate in the School Improvement Partnership (SIP) Program with Cardinia PS.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve student achievement in English with an emphasis on Reading and Writing.			
12 Month Target 2.1	Vic Curriculum: Increase the top two Curriculum Bands (above expected level) in: Reading from 58% to 60% Writing from 32% to 35% NAPLAN: Increase the top two bands in Reading: Grade 5 from 42% to 50%			

	<p>Grade 3 from 60% to 70%</p> <p>Increase the top two bands in Writing Grade 5 from 51% to 60% Grade 3 from 24% to 35%</p> <p>Decrease low growth to 15% in Reading and 15% in Writing NAPLAN Increase high growth to 28% in Reading and 35% in Writing NAPLAN</p> <p>To increase NAPLAN above benchmark (20%) and meeting benchmark (57%) growth from 77% to 90% in Reading.</p> <p>To increase NAPLAN above benchmark (34%) and meeting benchmark (46%) growth from 80% to 90% in Writing.</p> <p>To reduce discrepancy between teacher judgement and NAPLAN scores to less than 10% in Reading and Writing.</p>
KIS 1 Curriculum planning and assessment	Trial and implement the SCRIPTS Writing program.
Actions	<p>Implement SCRIPTS Writing Model.</p> <p>Build teacher capacity to effectively teach Writing.</p>
Outcomes	<p>Leaders will:</p> <p>Provide professional learning to teachers in SCRIPTS.</p> <p>Develop and implement the instructional model for Writing.</p> <p>Collaborate to implement and trial SCRIPTS Writing program to guide planning and assessment.</p> <p>Assist staff to identify quality resources and use mentor texts to show quality writing from high quality authors.</p> <p>Facilitate professional learning to staff about Smart Spelling, Literacy assessment and lead whole school moderation.</p> <p>Provide feedback to teachers through walkthroughs.</p> <p>Teachers will:</p> <p>Develop a shared understanding of the non-negotiables for Writing.</p> <p>Use SCRIPTS Writing program to guide planning and teaching in the classroom.</p> <p>Participate in professional learning sessions for SCRIPTS.</p> <p>Implement documented whole school non negotiables and the school instructional model.</p> <p>Develop work programs consistent with the whole school instructional models.</p> <p>Identify and use quality resources that link to the Inquiry topics being taught.</p>

	<p>Use the rubric and Acts to assess work-samples. Participate in walkthroughs to improve their practice. Develop writing goals in conjunction with students. Improve their teaching practice based on feedback. Implement formative and summative assessment practices based on the assessment schedule.</p> <p>Students will: Articulate the learning intentions of writing lessons and know how they are successful. Understand and assess their own progress and be able to articulate what they need to learn next through goal setting. Know their own Writing goal and be able to articulate and understand what it means. Demonstrate writing different genre styles. Show learning growth in Writing. Give teacher feedback on their learning and teaching.</p>			
Success Indicators	<p>Documented whole school non-negotiables and instructional model. SCRIPTS Writing resource folder will be available for staff reference and use. Evidence of Professional Development in the meeting schedule. Confirmation of writing non-negotiables and instructional model in team work programs and lesson plans. Use of the rubric and passing the document onto the next teacher to gain a full history of student writing skills. Improved students' Writing results. Documentation of formative and summative assessment. Reduction in the discrepancy between teacher judgement and NAPLAN scores. Positive feedback from students regarding the Writing program based on SCRIPTS and the implemented Instructional model.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development and implementation of non-negotiables in Writing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Staff participate in Professional Learning sessions about Smart Spelling to support whole school implementation and consistency.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
PLC and AIP Leaders to lead Professional Development for all staff in SCRIPTS and the Writing Instructional model, focusing on all aspects of the Model.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Continue the Intervention program for students at risk in Writing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
SCRIPTS writing folders to be distributed to all 2020 teaching staff for use (containing hard copy of Rubric, Acts and Bookmarks).	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Ensure SCRIPTS Rubric is being used for assessment purposes continuously for handover at the end of the year.	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Learning Specialist walkthroughs in English focusing on improving teacher practice in explicit instruction and consistency of implementation.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Moderation of student worksamples to be completed with the staff throughout the year using SCRIPTS, Acts and the NAPLAN Writing Guide.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Writing goal setting to be completed with students	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Maintain whole school consistency in Reading through implementation of the CAFE Program.			
Actions	Monitor consistency across school in the implementation of CAFE.			
Outcomes	Leaders will: Induct new members of the team in CAFÉ induction sessions. Assist staff to identify quality resources and use mentor texts to teach the menu strategies.			

	<p>Provide professional learning to staff about CAFÉ and Literacy assessments. Conduct walkthroughs to maintain consistency of practice.</p> <p>Teachers will: Participate in professional learning sessions in the CAFÉ instructional model and HITS. Implement documented whole school non negotiables and the Instructional Model. Develop work programs consistent with the whole school instructional models. Identify and use quality resources that link to the Inquiry topics being taught. Participate in walkthroughs to improve the understanding of practice used in implementing the Instructional Model. Develop reading goals in conjunction with students.</p> <p>Students will: Articulate the learning intentions of reading lessons and know how they are successful. Understand and assess their own progress and be able to articulate what they need to learn next through goal setting. Recognise their own reading strategies and how to practise them. Familiarise themselves with their own Reading goal and be able to articulate it in their own words. Provide feedback on teaching practice and their own learning.</p>			
Success Indicators	<p>Reading resource folder will be available for staff reference and use. Consistency in interpretation of assessments e.g. F & P, PAT-R, Probe, CARS and STARS. Improvement in student Reading growth using F&P. Consistency of practice observed during walkthroughs and peer observations. Feedback for students on learning. Improvement in PAT-R results from 2019 to 2020.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff participate in Professional Learning sessions about CAFE to support whole school implementation and consistency.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Continue the Intervention program for students at risk in Reading	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Learning Specialist walkthroughs and Peer observations (WOWs) in English focusing on consistency of practice.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
CAFE student feedback data to be used to make modifications to teaching practice.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Modify CAFE bookmarks to make the language used be suitable for student use.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Professional learning about assessment and consistent analysis of data. e.g. F & P, PAT-R.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Reading goal setting to be completed with students	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Build a culture of student-centred learning
12 Month Target 3.1	<p>Improvement in results in the following indicators</p> <p>SATS: Increase the: Connectedness to school variable from 73% to 80%. Self regulation and goal setting variable from 83% to 90%. Student voice variable from 60% to 70%.</p> <p>POS: Increase the: Agency and Voice variable from 79% to 80%. Teacher Communication variable from 68% to 85%. Improved focus group data based on discussions.</p>
KIS 1 Health and wellbeing	Build social skills, emotional resilience and positive mental health and wellbeing in all students.
Actions	Embed a consistent approach to the use of the Behaviour Matrix, Ready to Learn and SEL programs.
Outcomes	<p>Leaders will: Implement the non-negotiables in Wellbeing to develop consistency across the school. Unpack the Behaviour Matrix and Ready to Learn processes. Introduce Restorative Conversations as part of whole school practice. Conduct walkthroughs to maintain consistency of Ready to Learn program, SEL lessons and behaviour management tools.</p> <p>Teachers will: Develop an understanding of the rationale behind the purpose and benefits of Ready to Learn, SEL lessons and behaviour management. Implement the SEL program within classroom teams. Implement the Ready to Learn initiative in all areas of the school. Develop a Ready to Learn planner using a consistent template. Implement the use of the Behaviour Matrix in all areas of the school Implement consistent behaviour management processes in class.</p>

	<p>Students will: Provide feedback on Wellbeing initiatives. Participate in SATS data collection. Actively participate in class discussions during SEL lessons. Understand and follow school behaviour management processes.</p>			
Success Indicators	<p>Documented peer and leadership observations including evidence of change in practice. Teachers' planning and work programs are consistent across teams. Improvement in SATS data, focusing on improved Connectedness and Student Voice data. Reduced (Major and Severe) behaviour incidents on Sentral.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff participate in Professional Learning sessions in Ready to Learn, SEL, behaviour management and restorative conversations.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Implement and review the behaviour management plan including the Behaviour Matrix based on student feedback.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Develop and Implement a list of Non-Negotiables based on HITS for Student Wellbeing focusing on Ready to Learn, SEL Lessons	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2	\$1,000.00

and Classroom Behaviour Processes and the Behaviour Management Matrix.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Develop student voice and agency.			
Actions	Build teacher capacity to understand both Student Voice and Agency. Develop Student Voice and Agency across the school.			
Outcomes	<p>Leaders will: Increase teacher and student understanding of student voice and student agency. Build on what is already occurring within the school.</p> <p>Teachers will: Increase levels of student engagement in their learning. Incorporate student voice and agency into lessons.</p> <p>Students will Articulate where to next in their learning. Give feedback to teachers and peers on their learning.</p>			
Success Indicators	<p>Increase in Student Voice and Self Regulation and Goal Setting on SATS in 2020. Feedback in student focus group discussion. Improvement in student motivation in the SATS survey. Data collected from walkthroughs. Evidence of opportunities for student voice and agency in teachers' work programs. Students co-designing curriculum with their teachers.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Professional Learning for staff on the Amplify document in order to incorporate Student Voice and Agency into teaching and learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Teach students the difference between Student Voice and Student Agency.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Professional Learning for staff about how to implement student to teacher feedback and build it as part of the classroom culture.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Teachers plan opportunities for Student Voice.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <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	\$40,000.00	\$20,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$40,000.00	\$20,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Continue the Intervention program for students at risk in Writing.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$20,000.00	\$10,000.00
Continue the Intervention program for students at risk in Reading	from: Term 1 to: Term 4		\$20,000.00	\$10,000.00
Totals			\$40,000.00	\$20,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Staff Professional Development to unpack the LATAR model with the embedded HITS with new staff and consolidate with existing staff.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Non negotiables for Mathematics to be developed in relation to teaching and learning and assessment procedures.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 3	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Implement processes for giving and receiving feedback to and from students about their learning.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) 					
Professional Development to be conducted with staff regarding formative and summative assessment procedures in Mathematics.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
All staff to be supported to complete the PLC online modules.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>Online Modules provided.</p>	<input checked="" type="checkbox"/> On-site
Staff participate in Professional Learning sessions about Smart Spelling to support whole school implementation and consistency.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<input checked="" type="checkbox"/> On-site

PLC and AIP Leaders to lead Professional Development for all staff in SCRIPTS and the Writing Instructional model, focusing on all aspects of the Model.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders <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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Continue the Intervention program for students at risk in Writing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Learning Specialist walkthroughs in English focusing on improving teacher practice in explicit instruction and consistency of implementation.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Moderation of student worksamples to be completed with the staff throughout the year using SCRIPTS, Acts and the NAPLAN Writing Guide.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)					
Staff participate in Professional Learning sessions about CAFE to support whole school implementation and consistency.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Learning Specialist walkthroughs and Peer observations (WOWs) in English focusing on consistency of practice.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and 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"/> On-site
Professional learning about assessment and consistent analysis of data. e.g. F & P, PAT-R.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Staff participate in Professional Learning sessions in Ready to Learn, SEL, behaviour management	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

and restorative conversations.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback		<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Professional Learning for staff on the Amplify document in order to incorporate Student Voice and Agency into teaching and learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Teachers plan opportunities for Student Voice.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site