

# 2021 Annual Implementation Plan

## for improving student outcomes

Narre Warren North Primary School (1901)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Excelling
	Instructional and shared leadership	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	Excelling
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

<b>Enter your reflective comments</b>	<p>We have worked hard on implementing the goals in the 2020 AIP regardless of remote learning. We have a clear vision on where we are heading in 2021 building upon what has been established but ensuring that newer 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. The main learning this year has continued to be around the PLC program and the improvement cycle; the introduction of the SCRIPTS Writing program in classrooms; and the development of the LATAR instructional model in Mathematics through unpacking of each component.</p>
<b>Considerations for 2021</b>	<p>Due to remote learning in 2020 in 2021 our school will need to focus on less and ensure that newer teachers develop a really good understanding of processes and procedures already in place including implementation of the school's instructional models in English and Mathematics.</p> <p>Our intent is to implement DET's 2021 priority goal but ensure that our own priorities are incorporated as part of the actions. Student Voice and Agency was addressed during remote learning but was not a focus. This and building resilience in students will be a focus in 2021.</p> <p>In 2021 we will be continuing the implementation of the Professional Learning Communities (PLC) Program and we will</p>

	<p>continue to work with Cardinia PS to support their implementation. There will be a focus on using consistent assessments in English and Mathematics, will be part of the PLC program, in order to improve student learning growth. 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. 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><b>Documents that support this plan</b></p>	

## 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> Building practice excellence	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> Networks with schools, services and agencies	Connected schools priority
<b>Goal 2</b>	Develop a whole school Instructional model.
<b>Target 2.1</b>	<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>

<b>Key Improvement Strategy 2.a</b> Building practice excellence	Implement the agreed Instructional model in Mathematics.
<b>Goal 3</b>	To improve student achievement in English with an emphasis on Reading and Writing.
<b>Target 3.1</b>	<p>Maintain and/or increase the percentage of students in the top two Vic Curriculum bands (A &amp; 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>
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Trial and implement the SCRIPTS Writing program.
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	Maintain whole school consistency in Reading through implementation of the CAFE Program.
<b>Goal 4</b>	Build a culture of student-centred learning
<b>Target 4.1</b>	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>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><b>Key Improvement Strategy 4.a</b> Health and wellbeing</p>	<p>Build social skills, emotional resilience and positive mental health and wellbeing in all students.</p>
<p><b>Key Improvement Strategy 4.b</b> Empowering students and building school pride</p>	<p>Develop student voice and agency.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Teacher judgements (diagnostic, formative and summative) indicating growth for all students</p> <p>Improvement in PAT and Essential Assessment data</p> <p>Implementation of the Resilience Project</p> <p>Improved attendance for at risk students</p> <p>Reduction in behaviour issues on Sentral</p> <p>Student, parent and staff surveys showing improvement</p> <p>Google forms developed by the school to ascertain feedback</p> <p>Student focus groups to gain feedback and for next steps</p>



<p>Develop a whole school Instructional model.</p>	<p>Yes</p>	<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>Instructional models implemented as evidenced through planning and walkthroughs</p> <p>Improvements in the Essential Assessment - General All from December 2020 to 2021.</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>To improve student achievement in English with an emphasis on Reading and Writing.</p>	<p>Yes</p>	<p>Maintain and/or increase the percentage of students in the top two Vic Curriculum bands (A &amp; 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</p>	<p>Vic Curriculum:</p> <p>Increase the top two Curriculum Bands (above expected level) in: Reading from 58% to 60% Writing from 32% to 35%</p> <p>Improvement in PAT Reading data from December 2020 to 2021.</p>

		41%; Writing 21%; 2018: Reading 18% Writing 33% - online )	
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>

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Teacher judgements (diagnostic, formative and summative) indicating growth for all students</p> <p>Improvement in PAT and Essential Assessment data</p> <p>Implementation of the Resilience Project</p> <p>Improved attendance for at risk students</p>

	<p>Reduction in behaviour issues on Sentral</p> <p>Student, parent and staff surveys showing improvement</p> <p>Google forms developed by the school to ascertain feedback</p> <p>Student focus groups to gain feedback and for next steps</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	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> Networks with schools, services and agencies	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>	Develop a whole school Instructional model.	
<b>12 Month Target 2.1</b>	<p>Instructional models implemented as evidenced through planning and walkthroughs</p> <p>Improvements in the Essential Assessment - General All from December 2020 to 2021.</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>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> 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 2020 we begun to unpack the developed Mathematics Instructional Model including Teachers will... and Students will...During 2019 and 2020 implementation across the school began. This included walkthroughs and observations focusing on consistency of practice and explicit teaching. In 2020 COVID impacted on what we intended to do. In 2021 a focus will 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 and non negotiables will be put in place for all areas of Mathematics.</p>	
<b>Goal 3</b>	To improve student achievement in English with an emphasis on Reading and Writing.	
<b>12 Month Target 3.1</b>	Vic Curriculum:	

	<p>Increase the top two Curriculum Bands (above expected level) in:  Reading from 58% to 60%  Writing from 32% to 35%</p> <p>Improvement in PAT Reading data from December 2020 to 2021.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Trial and implement the SCRIPTS Writing program.	Yes
<b>KIS 2</b> Curriculum planning and assessment	Maintain whole school consistency in Reading through implementation of the CAFE Program.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>By the end of 2020 the Literacy AIP team completed the development of all SCRIPTS bookmarks ready for testing the effectiveness of this resource. 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'... for SCRIPTS. Due to COVID-19 and remote learning the resources for SCRIPTS were developed but implementation into classroom practices was slow and assessment processes were not reviewed. Writing moderation occurred during remote learning but needs further development to improve consistency.</p> <p>CAFE continues to be implemented school-wide and observations have been used to ensure consistency of practice is evident across the school.</p> <p>In 2021 there will be a school wide focus on formative and summative assessment in both Reading and Writing. Writing will be a main focus, particularly in terms of teaching and learning in classrooms, based on the SCRIPTS framework.</p>	
<b>Goal 4</b>	Build a culture of student-centred learning	
<b>12 Month Target 4.1</b>	Improvement in results in the following indicators  SATS: Increase the:	

	<p>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>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Health and wellbeing	Build social skills, emotional resilience and positive mental health and wellbeing in all students.	No
<b>KIS 2</b> Empowering students and building school pride	Develop student voice and agency.	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>During 2020 the school worked on implementing whole school programs for SEL and Ready to Learn even during remote learning. The whole school SEL teaching programs were completed with revisions being made as needed to include content from the Respectful Relationships program. In 2021 the respectful relationships program will be implemented consistently across the school in delivery and to ensure the needs of the students are being met.</p> <p>In 2020 due to remote learning the KIS to develop student voice and agency was not a priority. This will become a focus in 2021.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Teacher judgements (diagnostic, formative and summative) indicating growth for all students</p> <p>Improvement in PAT and Essential Assessment data</p> <p>Implementation of the Resilience Project</p> <p>Improved attendance for at risk students</p> <p>Reduction in behaviour issues on Sentral</p> <p>Student, parent and staff surveys showing improvement</p> <p>Google forms developed by the school to ascertain feedback</p> <p>Student focus groups to gain feedback and for next steps</p>
<b>KIS 1</b> Building practice excellence	Learning, catch-up and extension priority
<b>Actions</b>	<p>Maintain PLC structures to support teacher collaboration and reflection to strengthen teaching practice</p> <p>Embed consistent approaches to formative assessment for Mathematics, Reading and Writing to inform targeted planning</p> <p>Prioritise time for teachers to discuss and adapt strategies for individual students</p> <p>Intervention for students identified as making no growth</p>

<b>Outcomes</b>	<p>Leaders will: Organise the timetable to enable the PLC program to be implemented Facilitate professional learning for PLC Leaders and teachers Support the school's intervention program for individual students</p> <p>Teachers will: Confidently and accurately identify learning needs of their students Engage in reflective practice, evaluate and plan curriculum, assessments and lessons Provide regular feedback and monitor student progress using assessment practices 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 to improve practice</p> <p>Students will: Have an understanding of what they are learning and their next steps to progress their learning future. Have targeted academic support or intervention at point of need</p>			
<b>Success Indicators</b>	<p>Teachers' formative assessment data and teacher judgement data of student progress Improved student outcomes Classroom observations and walkthroughs demonstrating take up of professional learning strategies Documentation and data from formative assessments, i.e. school developed consistent checklists; tracking growth Data used to identify students for tailored supports Differentiated resources used in tailored supports for all students.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
PLC Leaders will facilitate two complete Improvement Cycles per term, in Mathematics. The four phases of the PLC Improvement Cycle will be evident in PLC Agenda's, Minutes, and evident when Leadership attends PLC meetings. (Evaluate and Diagnose, Prioritise and Set Goals, Develop and Plan, Implement and Monitor).	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00  <input type="checkbox"/> Equity funding will be used



	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team			
'Maths - Number' checklists will be used consistently to track student progress in Number. Teachers will use the checklists to ensure that their teaching is responsive to student needs and students showing a lack of understanding are identified and targeted in Strategy Groups. PLCs will use the checklists to measure our impact/effectiveness to ensure we are constantly improving. These checklists will form part of our triangulation of data when combined with Essential Assessment Results and Teacher observations.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Learning Specialist Walkthroughs to continue to assist teachers to improve teacher practice. PLC's to include time for teachers to share improvements in practice to improve collective practice.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
The PLC Coordinator will update the assessment schedule to ensure that all staff are aware of what formative assessment is being used and when, as well as what summative assessment is being used for reporting and when, in Reading, Writing and Mathematics.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00  <input type="checkbox"/> Equity funding will be used
PLCs will focus on identifying students with little or no growth after Remote Learning and ensure that intervention strategies are in place to accelerate/improve their growth and close the gap.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$500.00

	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal		to: Term 2	<input type="checkbox"/> Equity funding will be used
PLC PD focus for Term 1 will be on completing the PLC Online Modules. The PLC PD focus in Term 2 will be on improving the specificity and quality of our Implement and Monitor discussions as part of the PLC Improvement Cycle. PLC leaders will attend other PLC meetings in our school to continually improve.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	Implement the Resilience Project as part of our whole school approach to social and emotional learning to improve student wellbeing  Implement Respectful Relationships as part of the SEL program  Implement the Breakfast Club to strengthen peer to peer connections			
<b>Outcomes</b>	Leaders will: Share a common understanding of the whole school approach to wellbeing with the school community Facilitate professional learning Support programs through making time and allocating funding to programs implemented  Teachers will: Incorporate the Resilience Project in planning units of work for social and emotional learning			

	Integrate social-emotional learning, including Respectful Relationships, into school practice, policies and programs Support the Breakfast Club initiative  Students will: Feel supported and engaged Develop positive relationships with peers Improve their resilience and wellbeing			
<b>Success Indicators</b>	Observations of changes to classroom practices Documentation of frameworks, policies and programs Attendance at professional learning documented Shared PL goals documented in staff PDPs Students engagement in wellbeing programs (feedback, participation, classroom observations) Samples of student work Documentation of resources for wellbeing programs Student Opinion survey results and focus groups feedback Teacher reports of student wellbeing concerns on Sentral Documentation of strategies students will use in classrooms and at school			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Complete the Resilience Project training for staff, students and parents.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$15,000.00  <input type="checkbox"/> Equity funding will be used
Timetable and implement Resilience Project Lessons as part of the whole school SEL planners.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$500.00

	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team		to: Term 4	<input type="checkbox"/> Equity funding will be used
Implement Respectful Relationships as part of the whole school Wellbeing Plan.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used
Launch the school breakfast club program. Encourage participation by all year levels and community members to build peer relationships and community partnerships.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Networks with schools, services and agencies	Connected schools priority			
<b>Actions</b>	Strengthen engagement in regional and network communities of practice through the SIP partnership with Cardinia PS  Build staff capability to further integrate digital learning into teaching and learning  Create opportunities for more regular meetings using digital technologies between parents/carers and teachers			
<b>Outcomes</b>	Leaders will: Prioritise time for staff to communicate and build relationships with Cardinia PS Support the use of digital technologies into classroom programs and communication with families			

	<p>Teachers will:  Confidently integrating digital learning pedagogy into classroom programs  Develop strong relationships with students and parents/carers via technology  Participate in SIP activities</p> <p>Students will:  Feel connected to their school and have positive attitudes to attendance  Learn at their point of need through face to face and digital learning</p>			
<b>Success Indicators</b>	Class participation data Positive student survey data (internal surveys, AToSS) Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks Pulse checks with parents/carers Attendance			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Revisit School Partnership action plan with Cardinia PS and implement across the 2 schools.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00  <input type="checkbox"/> Equity funding will be used
Identify and share digital tools/strategies that were successfully used during flexible and remote learning and how they can continue to be implemented in the classroom, e.g. for differentiation	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input type="checkbox"/> Equity funding will be used

<p>Document engagements with parents/carers using digital technologies, e.g. Skype; - transition, parent forums, parent teacher interviews</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00  <input type="checkbox"/> Equity funding will be used</p>
<p><b>Goal 2</b></p>	<p>Develop a whole school Instructional model.</p>			
<p><b>12 Month Target 2.1</b></p>	<p>Instructional models implemented as evidenced through planning and walkthroughs Improvements in the Essential Assessment - General All from December 2020 to 2021.  SOS: Increase the: Collective efficacy variable from 78% to 90% Academic focus variable from 66% to 75%  SATS: Increase the: Learning confidence variable from 77% to 80% Student motivation variable from 76% to 80%</p>			
<p><b>KIS 1</b> Building practice excellence</p>	<p>Implement the agreed Instructional model in Mathematics.</p>			
<p><b>Actions</b></p>	<p>Revisit the school's developed Mathematics Instructional model  Develop and Implement the 'Application' component of the LATAR model and revise other components  Develop and implement non-negotiables in the LATAR model.</p>			
<p><b>Outcomes</b></p>	<p>Leaders will: Ensure implementation of the instructional model Implement non-negotiables in Mathematics to develop consistency across the school.</p>			

	<p>Teachers will:  Consistently and explicitly implement the school's instructional model  Articulate and implement the key elements of the school's overall instructional model, including non-negotiables and specifics for Mathematics.  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.  Know how lessons are structured and how this supports their learning  Provide teachers with feedback on their learning.  Know and articulate the next step in their learning.</p>			
<b>Success Indicators</b>	<p>Student feedback on the instructional model  Documented instructional model and non-negotiables.  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, checklist, 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>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Conduct professional learning to revise all aspects of the LATAR instructional model for Mathematics.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>Develop a collective and agreed upon understanding and ownership of non-negotiables in Mathematics with the AIP team that incorporate whole school approach to assessment, reporting, resources, teaching and learning.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00  <input type="checkbox"/> Equity funding will be used
<p>Conduct professional learning for staff on Essential Assessment: Data, analysis, reporting and planning.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assessment &amp; Reporting Coordinator</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<p>Conduct professional learning on the Application component of the LATAR instructional model with emphasis on open-ended tasks.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<p>Incorporate the Proficiencies in Mathematics into teaching and learning.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00



	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)			<input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To improve student achievement in English with an emphasis on Reading and Writing.			
<b>12 Month Target 3.1</b>	Vic Curriculum: Increase the top two Curriculum Bands (above expected level) in: Reading from 58% to 60% Writing from 32% to 35%  Improvement in PAT Reading data from December 2020 to 2021.			
<b>KIS 1</b> Curriculum planning and assessment	Trial and implement the SCRIPTS Writing program.			
<b>Actions</b>	Build teacher capacity to effectively teach Writing using the SCRIPTS framework  Walkthroughs in SCRIPTS Writing  PD on Smart Spelling and implementation across the school.  Whole school writing moderation professional learning			
<b>Outcomes</b>	Leaders will: Provide professional learning to teachers in SCRIPTS. Collaborate to implement SCRIPTS Writing program into classroom planning and assessment. Facilitate professional learning to staff about SCRIPTS, Smart Spelling, assessment including whole school moderation.			

	<p>Provide feedback to teachers through walkthroughs.</p> <p>Teachers will:          Use SCRIPTS Writing program to guide planning and teaching in the classroom.          Participate in professional learning sessions for Writing.          Develop work programs consistent with the whole school instructional models.          Identify and use quality resources that link to the Inquiry topics being taught.          Use the SCRIPTS rubric to guide teaching          Use the Acts (including digital version) to assess work-samples.          Participate in walkthroughs to improve their practice.          Develop writing goals in conjunction with students.          Improve their teaching practice based on leadership and peer 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.          Show learning growth in Writing.          Give teacher feedback on their learning and teaching.</p>			
<b>Success Indicators</b>	<p>Evidence of Professional learning in the meeting schedule.          Confirmation of writing non-negotiables and instructional model in team work programs, lesson plans and teaching          Use of the Acts 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.          Positive feedback from students regarding the implemented Writing program</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>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 including the non-negotiables.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$5,000.00</p>

	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)			<input type="checkbox"/> Equity funding will be used
SCRIPTS writing folders and Literacy Document to be distributed to all 2021 teaching staff for use (containing hard copy of Rubric, Acts and Bookmarks).	<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 type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00  <input type="checkbox"/> Equity funding will be used
Ensure the SCRIPTS Acts (digital version) are being used for assessment purposes continuously for handover at the end of the year.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$500.00  <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"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Writing goal setting and strategy groups to be completed with students to address point of need.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <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

Learning Specialist walkthroughs in English focusing on improving teacher practice in explicit instruction and consistency of implementation. Feedback provided to teachers.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<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 work samples to be completed with the staff throughout the year using the SCRIPTS Rubric and NAPLAN Marking guide.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used
Continue the Intervention program for students at risk in Writing.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	Build a culture of student-centred learning			
<b>12 Month Target 4.1</b>	Improvement in results in the following indicators  SATS: Increase the:			

	<p>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><b>KIS 1</b>  Empowering students and building school pride</p>	<p>Develop student voice and agency.</p>
<p><b>Actions</b></p>	<p>Follow up PD to staff to ensure a common understanding of the terms 'voice' and 'agency' within the school.</p> <p>Review team planning documents to identify where voice and agency can be included to enhance current teaching</p> <p>Conduct 'walkthroughs' to improve teacher practice in voice and agency and maintain school-wide consistency.</p>
<p><b>Outcomes</b></p>	<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.  Develop an understanding of what student voice is</p> <p>Students will  Articulate where to next in their learning.  Give feedback to teachers and peers on their learning.</p>
<p><b>Success Indicators</b></p>	<p>Improvement in SATS data, focusing on improved Connectedness, Student Voice, Student Motivation; and Self Regulation and Goal Setting in SATS  Feedback from students - google form/student focus group discussion.  Data collected from walkthroughs.</p>

	Evidence of opportunities for student voice and agency in teachers' work programs. Students co-designing curriculum with their teachers.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PD for staff on Voice and Agency including practical examples that can be used in the classroom.	<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 2 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Review team planning documents to identify where voice and agency can be included to enhance current teaching.	<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"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used
Conduct 'walkthroughs' to improve teacher practice in voice and agency and maintain school-wide consistency.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used

<p>Implement Student Surveys to understand direction for growth within the school.</p>	<p><input checked="" type="checkbox"/> Assistant Principal  <input checked="" type="checkbox"/> Principal  <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p>	<p><input type="checkbox"/> PLP  Priority</p>	<p>from:  Term 2  to:  Term 4</p>	<p>\$500.00  <input type="checkbox"/> Equity funding will be used</p>
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# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$40,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$40,000.00</b>	<b>\$0.00</b>

## 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 <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$40,000.00	
<b>Totals</b>			<b>\$40,000.00</b>	

## Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLC Leaders will facilitate two complete Improvement Cycles per term, in Mathematics. The four phases of the PLC Improvement Cycle will be evident in PLC Agenda's, Minutes, and evident when Leadership attends PLC meetings. (Evaluate and Diagnose, Prioritise and Set Goals, Develop and Plan, Implement and Monitor).	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	from: Term 1 to: Term 1	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<input checked="" type="checkbox"/> PLC/PLT Meeting	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> PLC facilitators	<input checked="" type="checkbox"/> On-site
'Maths - Number' checklists will be used consistently to track student progress in Number. Teachers will use the checklists to ensure that their teaching is responsive to student needs and students showing a lack of understanding are identified and targeted in Strategy Groups. PLCs will use the checklists to measure our impact/effectiveness to ensure we are constantly improving. These checklists	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>	<input checked="" type="checkbox"/> PLC/PLT Meeting	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<input checked="" type="checkbox"/> On-site

will form part of our triangulation of data when combined with Essential Assessment Results and Teacher observations.						
Learning Specialist Walkthroughs to continue to assist teachers to improve teacher practice. PLC's to include time for teachers to share improvements in practice to improve collective practice.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
PLCs will focus on identifying students with little or no growth after Remote Learning and ensure that intervention strategies are in place to accelerate/improve their growth and close the gap.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<p>PLC PD focus for Term 1 will be on completing the PLC Online Modules. The PLC PD focus in Term 2 will be on improving the specificity and quality of our Implement and Monitor discussions as part of the PLC Improvement Cycle. PLC leaders will attend other PLC meetings in our school to continually improve.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>PLC facilitators</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Complete the Resilience Project training for staff, students and parents.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>TRP</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Implement Respectful Relationships as part of the whole school Wellbeing Plan.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> External consultants</li> <li>Region Critical friend</li> <li><input checked="" type="checkbox"/> Departmental resources</li> <li>Teacher resources</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

Revisit School Partnership action plan with Cardinia PS and implement across the 2 schools.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Cardinia and NWN
Identify and share digital tools/strategies that were successfully used during flexible and remote learning and how they can continue to be implemented in the classroom, e.g. for differentiation	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Conduct professional learning to revise all aspects of the LATAR instructional model for Mathematics.	<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"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Conduct professional learning for staff on Essential	<input checked="" type="checkbox"/> Assessment &	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Assessment: Data, analysis, reporting and planning.	Reporting Coordinator <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"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning			
Conduct professional learning on the Application component of the LATAR instructional model with emphasis on open-ended tasks.	<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"/> Teacher(s)	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"/> Learning Specialist	<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 including the non-negotiables.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants 7 Steps <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)					
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"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Learning Specialist walkthroughs in English focusing on improving teacher practice in explicit instruction and consistency of implementation. Feedback provided to teachers.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	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"/> Professional Practice Day <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"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Moderation of student work samples to be completed with the staff throughout the year using the SCRIPTS Rubric and NAPLAN Marking guide.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)					
PD for staff on Voice and Agency including practical examples that can be used in the classroom.	<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 2 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"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site