

# 2021 Annual Implementation Plan

## for improving student outcomes

Chalcot Lodge Primary School (5231)



Submitted for review by Paul Poliviou (School Principal) on 25 November, 2020 at 03:21 PM  
Endorsed by Michaela Cole (Senior Education Improvement Leader) on 14 February, 2021 at 01:40 PM  
Endorsed by Paul Coad (School Council President) on 22 February, 2021 at 03:13 PM

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

Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding
	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	Embedding

<b>Enter your reflective comments</b>	<p>During the 2020 AIP, our focus on Excellence in Teaching and Learning resulted in improved teacher efficacy in Literacy and Numeracy and improved student learning outcomes.</p> <p>Literacy achievements in 2020 included:</p> <ol style="list-style-type: none"> <li>1. Improved teacher knowledge in areas of the Victorian Curriculum- Literacy</li> <li>2. Built teacher capacity with the Literacy Portal – Core Teaching Practices</li> <li>3. Developing and implementing a whole school Reading &amp; Viewing comprehension continuum</li> <li>3. Built teacher capacity to analyse, moderate and use Reading &amp; Viewing data to inform teaching and learning</li> </ol> <p>Numeracy achievements in 2020 included:</p> <ol style="list-style-type: none"> <li>1. Continuing to implement the whole school instructional model with a focus on 'collaborative learning'</li> <li>2. Exploring and designing collaborative learning tasks through staff meetings and PLC meetings</li> <li>3. Built teacher capacity with the High Impact Teaching Strategies and Numeracy Portal, focusing on Birth to Level 10 Numeracy Guide</li> </ol>
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	<p>Another major achievement was implementing the CLPS Closing the Gap Program (catch up and extension program for students who showed little or no growth in Literacy &amp; Numeracy due to remote learning). This case study resulted in a high % of our student achieving learning growth during 2020. Without the intervention program, the % of student achieving 12 months learning growth would have been substantially lower.</p> <p>Student Voice &amp; Agency achievements in 2020 included:</p> <ol style="list-style-type: none"> <li>1. Built staff capacity in understanding and interpreting ATOSS data results in SVA</li> <li>2. Built staff capacity to collect, monitor and track student voice</li> </ol> <p>Attendance practice improvements during 2020 included:</p> <ol style="list-style-type: none"> <li>1. Built staff capacity with attendance processes and protocols</li> <li>2. Implemented a whole school attendance data wall and built staff capacity to analyse attendance data and implement strategies to improve attendance</li> </ol>
<p><b>Considerations for 2021</b></p>	<p>We have strategically aligned, where possible, our current KIS with the DET 2021 priorities. As well as implementing the 3 DET Priorities we will continue on with our Strategic Plan Goals.</p> <p>KIS 1 Catch Up and Extension</p> <ol style="list-style-type: none"> <li>1. Implement 'Closing the Gap' (catch up) program</li> <li>2. Organise, plan and implement High Ability program</li> </ol> <p>KIS 2 Happy, Active and Healthy Kids priority</p> <ol style="list-style-type: none"> <li>1. Focus on Music/Dance/Drama/Visual Arts- within the classroom as a form of wellbeing</li> <li>2. Implement a Trauma PD and strategies into planning and classroom sessions for staff</li> <li>3. Continue to implement whole school Resilience Project Program (whole school approach to social-emotional learning)</li> <li>4. Wellbeing Coordinator to mentor teachers how to build strong and positive relationships with their students</li> <li>5. Implement whole school activities to strengthen school structures (House activities, class and cohort meetings.)</li> </ol> <p>KIS 3 Connected Schools Priority</p> <ol style="list-style-type: none"> <li>1. Strengthen communication and connection with families, building home and school relationship</li> <li>2. Complete ground works to make the school a great place to learn by updating the garden (community garden) and the cooking centre (for STEAM program).</li> <li>3. Implement programs to connect with local communities; Open school facilities- STEAM centre, garden and library, (garden open to the local kinder and playgroup - Little Frogs), community garden (to connect with local families and local schools and centres.)</li> </ol>

<b>Documents that support this plan</b>	AIP COHORT DATA.pdf (0.79 MB) CLPS Closing the Gap Rationale and Data.pdf (0.68 MB)

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	Improve student outcomes in Literacy
<b>Target 2.1</b>	By 2023, increase the percentage of students achieving high NAPLAN Reading growth over a 3 year average from 22 per cent (2016–18) to 28 per cent.
<b>Target 2.2</b>	By 2023, increase the percentage of students achieving in the top two bands of Year 5 Writing from 21 per cent (2018) to 28 per cent.
<b>Target 2.3</b>	By 2023, increase the percentage of students from Foundation to Year 6 above expected level in teacher judgement Writing from 14 per cent (2018) to 25 per cent.

<b>Key Improvement Strategy 2.a</b> Building practice excellence	Develop and implement consistent pedagogical practices in Literacy including an instructional model
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Build teacher knowledge and skill in all elements of Victorian Curriculum Literacy
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Develop and embed a whole school assessment tool for Reading
<b>Goal 3</b>	Improve student outcomes in Numeracy
<b>Target 3.1</b>	By 2023, increase the percentage of students achieving high NAPLAN Numeracy growth over a 3 year average from 21 per cent (2016–18) to 28 per cent.
<b>Target 3.2</b>	By 2023, increase the percentage of students in Foundation to Year 6, above expected level in teacher judgement Number and Algebra from 25 per cent (2018) to 35 per cent.
<b>Target 3.3</b>	By 2023, improve the percentage endorsement in the Staff survey in the factors: <ul style="list-style-type: none"> <li>• Academic Emphasis from 55 per cent (2018) to 80 per cent.</li> <li>• Professional Learning Through Peer Observation from 47 per cent (2018) to 80 per cent.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Evidence-based high-impact teaching strategies	Embed a whole school instructional model linked to High Impact Teaching Strategies
<b>Key Improvement Strategy 3.b</b>	Provide opportunities for peer observation and feedback

Building practice excellence	
<b>Key Improvement Strategy 3.c</b> Building practice excellence	Embed the Professional Learning Community approach across the school to build teacher data literacy skills and develop rich learning tasks
<b>Goal 4</b>	Improve student engagement in their learning
<b>Target 4.1</b>	<b>Drafting note: suggest combining Target 3.1 and 3.2 into a single target with three dotpoints</b>  By 2023, improve the percentage endorsement in the ATOS variable of Student Voice and Agency from 71 per cent (2018) to 85 per cent.
<b>Target 4.2</b>	Improve the percentage endorsement for boys in ATOS variables of School Connectedness from 74 per cent (2018) to 85 per cent and Motivation and Interest from 78 per cent (2018) to 90 per cent, by 2023.
<b>Target 4.3</b>	By 2023, improve the percentage endorsement of the variable Promote Student Ownership of Learning Goals in the Staff survey from 73 per cent (2018) to 85 per cent.
<b>Target 4.4</b>	By 2023, reduce the percentage of students with 20 or more days of absence from 28 per cent (2018) to 20 per cent.
<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	Develop a whole school understanding of student voice and agency



<b>Key Improvement Strategy 4.b</b> Intellectual engagement and self-awareness	Develop and embed a strategy to promote increased levels of student agency utilising aspirational goal setting and effective feedback
<b>Key Improvement Strategy 4.c</b> Setting expectations and promoting inclusion	Embed school wide practices to improve student attendance

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target  The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>KIS 1.a Learning catch-up and extension LITERACY - In 2021 Increase the % of students in Foundation to Year 6 achieving at least 12 months learning growth in Reading &amp; Viewing to 93% or greater (90% achieved in 2020)</p> <p>NUMBER &amp; ALGEBRA- In 2021, increase the % of students in Foundation to Year 6 achieving at least 12 months learning growth to 95% or greater (94% achieved in 2020)</p> <p>KIS 1.b Happy active and healthy kids 12 month TARGETS (a) Resilience Project Data - In 2021 increase the % of students that feel positive in the area of Healthy Mind to be inline with the Australian Norms (comparison data) (b) Attitude to School Survey (School Connectedness) - In 2021 increase the % of students who feel a sense of connectedness from 86%(2019) (88% in 2020) to 90%</p> <p>KIS 1.c Connected schools</p>

			<p>12 month TARGET(s)</p> <p>(a) Attitude to School Survey - In 2021 maintain the % of students who feel a sense of connectedness at 88% (2019 86%, 2020 88%)</p> <p>(b) Parent Opinion Survey - In 2021 Increase the % of parent participation and involvement from 84% in 2020 to 88%</p>
Improve student outcomes in Literacy	Yes	By 2023, increase the percentage of students achieving high NAPLAN Reading growth over a 3 year average from 22 per cent (2016–18) to 28 per cent.	<p>NAPLAN LEARNING GROWTH (Benchmark)</p> <p>12 month Target: In 2021 increase the % of students achieving high learning growth in Reading to 25%</p>
		By 2023, increase the percentage of students achieving in the top two bands of Year 5 Writing from 21 per cent (2018) to 28 per cent.	2021 target: increase the percentage of students achieving in the top two bands of Year 5 Writing to 23%
		By 2023, increase the percentage of students from Foundation to Year 6 above expected level in teacher judgement Writing from 14 per cent (2018) to 25 per cent.	<p>2021 target: increase the percentage of students from Foundation to Year 6 achieving above the expected level in Writing teacher judgement to be 25% or greater (23% achieved in 2020)</p> <p>linked to KIS 1.a 2021 priority</p>
Improve student outcomes in Numeracy	Yes	By 2023, increase the percentage of students achieving high NAPLAN Numeracy growth over a 3 year average from 21 per cent (2016–18) to 28 per cent.	<p>NAPLAN LEARNING GROWTH (Benchmark)</p> <p>12 month Target: In 2021 increase the % of students achieving high learning growth in Numeracy to 25%</p>

		By 2023, increase the percentage of students in Foundation to Year 6, above expected level in teacher judgement Number and Algebra from 25 per cent (2018) to 35 per cent.	2021 target: increase the percentage of students in Foundation to Year 6 achieving above expected level in teacher judgement Number and Algebra to 32% or greater (29% achieved in 2020)  linked to KIS 1.a 2021 priority
		By 2023, improve the percentage endorsement in the Staff survey in the factors: <ul style="list-style-type: none"> <li>• Academic Emphasis from 55 per cent (2018) to 80 per cent.</li> <li>• Professional Learning Through Peer Observation from 47 per cent (2018) to 80 per cent.</li> </ul>	2021 targets: (a) Maintain the percentage endorsement in the Staff survey in Academic Emphasis at 89%  (b) Maintain the percentage endorsement in Professional Learning Through Peer Observation at 94%
Improve student engagement in their learning	Yes	<b>Drafting note: suggest combining Target 3.1 and 3.2 into a single target with three dotpoints</b>  By 2023, improve the percentage endorsement in the ATOS variable of Student Voice and Agency from 71 per cent (2018) to 85 per cent.	2021 target: Improve the percentage endorsement in the ATOS variable of Student Voice and Agency from 79%(2020),(66% in 2019) to 81% in 2021  Linked to KIS 1.a and KIS 1.c priority
		Improve the percentage endorsement for boys in ATOS variables of School Connectedness from 74 per cent (2018) to 85 per cent and Motivation and Interest from 78 per cent (2018) to 90 per cent, by 2023.	2021 target: improve the percentage endorsement for boys in ATOS variables of School Connectedness to 80% and Motivation and Interest to 85%  Linked to KIS 1.c priority

	<p>By 2023, improve the percentage endorsement of the variable Promote Student Ownership of Learning Goals in the Staff survey from 73 per cent (2018) to 85 per cent.</p>	<p>2021 target: Maintain the percentage endorsement of the variable Promote Student Ownership of Learning Goals in the Staff survey at 100%</p> <p>Linked to KIS 1.a priority</p>
	<p>By 2023, reduce the percentage of students with 20 or more days of absence from 28 per cent (2018) to 20 per cent.</p>	<p>2021 target: the percentage of students with 20 or more days of absence in 2021 will be 21% or less PREVIOUS DATA: 30% in 2019 and 22% in 2020</p> <p>Linked to KIS 1.b &amp; KIS 1.c 2021 priority</p>

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>KIS 1.a Learning catch-up and extension LITERACY - In 2021 Increase the % of students in Foundation to Year 6 achieving at least 12 months learning growth in Reading &amp; Viewing to 93% or greater (90% achieved in 2020)</p> <p>NUMBER &amp; ALGEBRA- In 2021, increase the % of students in Foundation to Year 6 achieving at least 12 months learning growth to 95% or greater (94% achieved in 2020)</p> <p>KIS 1.b Happy active and healthy kids 12 month TARGETS (a) Resilience Project Data - In 2021 increase the % of students that feel positive in the area of Healthy Mind to be inline with the Australian Norms (comparison data) (b) Attitude to School Survey (School Connectedness) - In 2021 increase the % of students who feel a sense of connectedness from 86%(2019) (88% in 2020) to 90%</p> <p>KIS 1.c Connected schools 12 month TARGET(s) (a) Attitude to School Survey - In 2021 maintain the % of students who feel a sense of connectedness at 88% (2019 86%, 2020</p>

	88%) (b) Parent Opinion Survey - In 2021 Increase the % of parent participation and involvement from 84% in 2020 to 88%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
<b>Goal 2</b>	Improve student outcomes in Literacy	
<b>12 Month Target 2.1</b>	NAPLAN LEARNING GROWTH (Benchmark) 12 month Target: In 2021 increase the % of students achieving high learning growth in Reading to 25%	
<b>12 Month Target 2.2</b>	2021 target: increase the percentage of students achieving in the top two bands of Year 5 Writing to 23%	
<b>12 Month Target 2.3</b>	2021 target: increase the percentage of students from Foundation to Year 6 achieving above the expected level in Writing teacher judgement to be 25% or greater (23% achieved in 2020)  linked to KIS 1.a 2021 priority	

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop and implement consistent pedagogical practices in Literacy including an instructional model	No
<b>KIS 2</b> Building practice excellence	Build teacher knowledge and skill in all elements of Victorian Curriculum Literacy	Yes
<b>KIS 3</b> Curriculum planning and assessment	Develop and embed a whole school assessment tool for Reading	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.	KIS 2.b and 2.c are directly linked to KIS 1.a Learning, catch-up and extension	
<b>Goal 3</b>	Improve student outcomes in Numeracy	
<b>12 Month Target 3.1</b>	NAPLAN LEARNING GROWTH (Benchmark) 12 month Target: In 2021 increase the % of students achieving high learning growth in Numeracy to 25%	
<b>12 Month Target 3.2</b>	2021 target: increase the percentage of students in Foundation to Year 6 achieving above expected level in teacher judgement Number and Algebra to 32% or greater (29% achieved in 2020)  linked to KIS 1.a 2021 priority	
<b>12 Month Target 3.3</b>	2021 targets: (a) Maintain the percentage endorsement in the Staff survey in Academic Emphasis at 89%  (b) Maintain the percentage endorsement in Professional Learning Through Peer Observation at 94%	

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Embed a whole school instructional model linked to High Impact Teaching Strategies	Yes
<b>KIS 2</b> Building practice excellence	Provide opportunities for peer observation and feedback	Yes
<b>KIS 3</b> Building practice excellence	Embed the Professional Learning Community approach across the school to build teacher data literacy skills and develop rich learning tasks	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.	KIS 3.a and 3.b are directly linked to KIS 1.a Learning, catch-up and extension	
<b>Goal 4</b>	Improve student engagement in their learning	
<b>12 Month Target 4.1</b>	2021 target: Improve the percentage endorsement in the ATOS variable of Student Voice and Agency from 79%(2020),(66% in 2019) to 81% in 2021  Linked to KIS 1.a and KIS 1.c priority	
<b>12 Month Target 4.2</b>	2021 target: improve the percentage endorsement for boys in ATOS variables of School Connectedness to 80% and Motivation and Interest to 85%  Linked to KIS 1.c priority	
<b>12 Month Target 4.3</b>	2021 target: Maintain the percentage endorsement of the variable Promote Student Ownership of Learning Goals in the Staff survey at 100%	



	Linked to KIS 1.a priority	
<b>12 Month Target 4.4</b>	2021 target: the percentage of students with 20 or more days of absence in 2021 will be 21% or less PREVIOUS DATA: 30% in 2019 and 22% in 2020	
	Linked to KIS 1.b & KIS 1.c 2021 priority	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Develop a whole school understanding of student voice and agency	Yes
<b>KIS 2</b> Intellectual engagement and self-awareness	Develop and embed a strategy to promote increased levels of student agency utilising aspirational goal setting and effective feedback	No
<b>KIS 3</b> Setting expectations and promoting inclusion	Embed school wide practices to improve student attendance	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.	KIS 4.a is directly linked to KIS 1.a Learning, catch-up and extension and KIS 1.c Connected Schools  KIS 4.c is directly linked to KIS 1.b Happy, active and healthy kids and KIS 1.c Connected Schools	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>KIS 1.a Learning catch-up and extension LITERACY - In 2021 Increase the % of students in Foundation to Year 6 achieving at least 12 months learning growth in Reading &amp; Viewing to 93% or greater (90% achieved in 2020)</p> <p>NUMBER &amp; ALGEBRA- In 2021, increase the % of students in Foundation to Year 6 achieving at least 12 months learning growth to 95% or greater (94% achieved in 2020)</p> <p>KIS 1.b Happy active and healthy kids 12 month TARGETS (a) Resilience Project Data - In 2021 increase the % of students that feel positive in the area of Healthy Mind to be inline with the Australian Norms (comparison data) (b) Attitude to School Survey (School Connectedness) - In 2021 increase the % of students who feel a sense of connectedness from 86%(2019) (88% in 2020) to 90%</p> <p>KIS 1.c Connected schools 12 month TARGET(s) (a) Attitude to School Survey - In 2021 maintain the % of students who feel a sense of connectedness at 88% (2019 86%, 2020 88%) (b) Parent Opinion Survey - In 2021 Increase the % of parent participation and involvement from 84% in 2020 to 88%</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Implement 'Tutoring Initiative Program'</li> <li>2. Organise, plan and implement High Ability program</li> </ol>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>•Facilitate teachers to analyse term 4 Closing the Gap (Tutoring Initiative) student assessment tracker data to identify students who need to continue the program for term 1 2021 for Literacy and Numeracy.</li> <li>•Facilitate teachers to analyse whole school, cohort and individual student data to identify any new students to include in the Tutoring</li> </ul>

	<p>Initiative program.</p> <ul style="list-style-type: none"> <li>•Organise and create Individual Learning Progression Maps</li> <li>•Facilitate cohort teams to highlight student current level based on baseline data</li> <li>•Analyse whole school, cohort and individual student data with a focus on high learning growth in Literacy and Numeracy.</li> <li>•Facilitate teachers to analyse cohort and individual student data to identify high achievers in Literacy and Numeracy.</li> <li>•Plan and implement High Ability Program.</li> <li>•Facilitate High Ability online program with DET selected students from years 5 and 6.</li> <li>•Facilitate ongoing data discussion and moderation in PLCs to assist with identifying high-ability (extension) and intervention catch-up students in Literacy and Numeracy.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>•Analyse term 4 Closing the Gap (Tutoring Initiative) student assessment tracker data to identify students who need to continue the program for term 1 2021 for Literacy and Numeracy.</li> <li>•Analyse whole school, cohort and individual student data to identify any new students to include in the Tutoring Initiative program</li> <li>•Use the PLC Improvement Cycle of Inquiry to improve student learning outcomes</li> <li>•Identify and assess students to create high-ability (extension) and intervention catch-up groups in Literacy and Numeracy</li> <li>•Implement and assess student progress on Literacy and Numeracy Learning Progression Maps</li> <li>•Discuss intervention and extension student data and progress in PLC meetings</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>•Participate in intervention and extension activities to support learning growth</li> </ul> <p>Parents will:</p> <ul style="list-style-type: none"> <li>•Support their child in participating</li> </ul>
<p><b>Success Indicators</b></p>	<ul style="list-style-type: none"> <li>-Full time Tutoring teachers employed (1.2 EFT)</li> <li>-Timetabled high ability program</li> <li>-Whole school Tutoring program documented and implemented</li> <li>-Whole school high ability program documented and implemented</li> <li>-PLC Improvement Cycles implemented</li> <li>-PLC meeting minutes</li> <li>-Work Programs</li> <li>- PAT READING and NUMERACY data</li> <li>- Teacher judgement progression (VIC curriculum Learning Growth)</li> <li>- NAPLAN data for targeted intervention students</li> </ul>

- Teacher PDP's				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Students assessed and identified to be included in catch-up and extension	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s) <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
Implementation of the CLPS catch-up and extension program	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$84,000.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Actions</b>	<ol style="list-style-type: none"> <li>1.Focus on Music/Dance/Drama/Visual Arts / Circle Time (Zones of Regulation)- within the classroom as a form of well-being</li> <li>2.Implement a Trauma PD for staff and strategies into planning and classroom sessions</li> <li>3.Continue to implement whole school Resilience Project Program (whole school approach to social-emotional learning)</li> <li>4. Well-being Coordinator to mentor teachers how to build strong and positive relationships with their students</li> <li>5.Implement whole school activities to strengthen school structures (House activities, class and cohort meetings.)</li> </ol>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>•Facilitate and organise trauma PD, to be run by school psychologist</li> <li>•Leaders will model curriculum focus to ensure projections include wellbeing, music, art, performing arts and resilience Project.</li> <li>•Facilitate staff and PLC meetings to discuss plan and analyse trauma informed practices</li> <li>•Model to staff on high quality strategies to build and maintain positive relationships with students.</li> <li>•Strengthen school structures by implementing whole school House activities.</li> <li>•Train and liase with Physical Education Teacher to organise House activities across the school</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>•Incorporate Music/Dance/Drama/Visual Arts / Circle Time (Zones of Regulation)- within the classroom as a form of well-being activity in their work program planners and implement in the classroom.</li> <li>•Incorporate trauma informed practices in classes and work program planners</li> <li>•Continue to develop social-emotional learning through the Resilience Program. This will be outlined in projection planners and work programs.</li> <li>•Develop strategies to build strong class and student relationships as modelled by leaders.</li> <li>•Strengthen school structures through regular class meetings and cohort meetings.</li> <li>•Develop and implement House activities with student voice from House Captains.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>•Participate in Music/Dance/Drama/Visual Arts wellbeing activities</li> <li>•Participate in trauma informed lessons and activities</li> <li>•Participate in fortnightly Resilience Project lessons to develop social-emotional skills</li> <li>•Develop relationships with their teachers</li> <li>•Participate in class and cohort meetings</li> <li>•Participate in House activities</li> <li>•Share ideas and help organise House activities and events</li> </ul>

<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Classroom and peer observations</li> <li>- Documentation of programs Social-Emotional</li> <li>- Resilience Project survey data</li> <li>- CLPS school-based student and staff feedback (survey)</li> <li>- Self Assessment against the DET Inclusive Schooling Index Tool</li> <li>- Attitudes to School Survey</li> <li>- Parent opinion survey</li> <li>- Teacher PDP's</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional Development on Trauma	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop and collaboratively plan wellbeing activities in projections	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$8,750.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement a Wellbeing Mentor Program for staff	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$8,750.00

	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team		to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	1.Strengthen communication and connection with families building home and school relationship 2.Complete ground works to make the school a great place to learn by updating the garden (community garden) and the cooking centre (for STEAM program). 3.Implement programs to connect with local communities. (Open school facilities- STEAM centre, garden and library) garden open to the local kinder and playgroup (Little Frogs), community garden (to connect with local families and local schools and centres.)			
<b>Outcomes</b>	<p>Leaders will:</p> (1) Work with key parent members as a sub branch of Parent Club, to implement programs and initiatives aimed at strengthening parent connections (Parent as Partners / "Connecting Communities" initiative) (1) lead staff to communicate to families through Seesaw (P-2) (1) promote junior school communication through Seesaw using items on Compass (1) allocate time and PD staff in order to maintain digital skills using the programs Microsoft Teams, Seesaw and Webex (1) team planning to be completed in combined digital platforms (2) organise and facilitate school ground works - Community Garden (3) connect with local community (local kindergarten, high schools and families in the area) to use the schools facilities (garden, STEAM room and library). (3) promote facilities and organise timetable for local communities to use these facilities (i.e. community garden) <p>Teachers will:</p> (1) communicate with families through Seesaw (P-2) (1) create videos and upload onto Seesaw to support with home learning (P-2) (2) utilise school areas that have been upgraded in ground works i.e. visit and use school garden and use STEAM centre when available. (3) be active participants in the connecting communities activities and forums <p>Students will:</p> (3) participate in planting in the community garden (3) participate in community programs involving the STEAM centre			



	(3) participate in the connecting communities activities and forums Parents will: (1) actively participate in programs and initiatives as part of the Parent as Partners / "Connecting Communities" initiative) (3) support community connections by participating in community activities (3) take co-ownership of the community garden			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Action Plan developed with Key parent members</li> <li>- Students staff parents carers focus groups and interviews</li> <li>- School surveys (parents- digital, ground works, new programs)</li> <li>- School Staff Survey and AToSS data</li> <li>- Student, parents and teacher forums</li> <li>- Teacher PDP's</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional development on the continued effective use of digital platforms for parent communication (staff meeting)	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Make connections with community networks (kindergartens and local community)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Facilities upgrade to Community Garden, STEAM centre	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$22,000.00  <input type="checkbox"/> Equity funding will be used

Invite local community members to use the school facilities (Community Garden, STEAM centre)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Improve student outcomes in Literacy			
<b>12 Month Target 2.1</b>	NAPLAN LEARNING GROWTH (Benchmark) 12 month Target: In 2021 increase the % of students achieving high learning growth in Reading to 25%			
<b>12 Month Target 2.2</b>	2021 target: increase the percentage of students achieving in the top two bands of Year 5 Writing to 23%			
<b>12 Month Target 2.3</b>	2021 target: increase the percentage of students from Foundation to Year 6 achieving above the expected level in Writing teacher judgement to be 25% or greater (23% achieved in 2020)  linked to KIS 1.a 2021 priority			
<b>KIS 1</b> Building practice excellence	Build teacher knowledge and skill in all elements of Victorian Curriculum Literacy			
<b>Actions</b>	Build teacher capacity to assess, moderate and extend Writing			
<b>Outcomes</b>	Leaders will: •Facilitate staff meetings to provide professional development of the Writing approaches and practices through the Literacy Portal •Develop writing rubrics and checklists to assist in moderation of student writing during whole school writing moderation •Facilitate termly staff meetings to conduct whole school writing moderation •Provide teachers with consistent Writing goals to be displayed in each classroom •Provide professional development to revise the Seven Steps to Writing Success Program  Teachers will: •Participate in professional development of Writing approaches and practices through the Literacy Portal •Use NAPLAN marking guide to assess and moderate student writing samples from 3-6			

	<ul style="list-style-type: none"> <li>•Use writing rubrics and checklists to assess and moderate student writing in PLCs</li> <li>•Display student learning goals on a Writing wall in classrooms</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>•Participate in Writing sessions containing Writing approaches and practices from the Literacy Portal</li> <li>•Create individual Writing goals using the Writing wall</li> <li>•Participate in Writing sessions, following the Seven Steps to Writing Success Program</li> </ul> <p>Parent will:</p> <ul style="list-style-type: none"> <li>•View students writing and writing goals during ‘Student Led Conferences’</li> <li>•Be informed about their child’s Literacy progress through reports and Parent Teacher Interviews</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>-Staff meeting agenda highlighting Writing professional development and whole school moderation</li> <li>-Writing Rubrics and Checklists</li> <li>-Writing goals displayed in classroom</li> <li>-Student Writing goal documentation</li> <li>-Teacher PDP's</li> <li>-NAPLAN data</li> <li>-Teacher Judgement progression scores (VIC curriculum)</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional Development- Seven Steps to Writing Success	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Improvement Teacher</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	from: Term 3 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Professional development Writing- Literacy Portal	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Writing wall implemented in each classroom	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Development and use of writing rubrics and checklist	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Termly whole school Writing moderation	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <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 checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Curriculum planning and assessment	Develop and embed a whole school assessment tool for Reading			
<b>Actions</b>	Continue to build staff capacity in using the PLC Inquiry Cycle to improve student outcomes in Reading & Viewing.			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>•Participate in PLC Core Professional Learning to develop the evaluation and use of student data</li> <li>•PLC Link leader will attend weekly PLC data discussions</li> <li>•Facilitate a Reading &amp; Viewing professional learning on Fountas &amp; Pinnell benchmark assessment tool</li> <li>•Leaders will participate in professional learning on PAT Reading benchmark assessment tool</li> <li>•Facilitate PLC meetings to; moderate Fountas &amp; Pinnell and PAT reading Benchmark assessment data, and track students along Chalcot Lodge’s Comprehension Continuum</li> <li>•Facilitate implementation of whole school assessment schedule and NAPLAN Prioritisation approach</li> <li>•Facilitate a Reading &amp; Viewing professional learning on Little Learners Love Literacy program and assessment tools (Prep - 2)</li> <li>• Facilitate DSSI partnership with Maramba Primary School</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>•Participate in weekly PLC Data discussions following the Inquiry Cycle</li> <li>•Participate in a curriculum day focused on Reading &amp; Viewing- F &amp; P Continuum</li> <li>•Conduct Fountas &amp; Pinnell Benchmark Assessments on every child twice yearly</li> <li>•Participate in professional development on Little Learner Love Literacy (Prep - 2)</li> <li>•Participate in professional development on PAT READING benchmark assessment</li> <li>•Work in their PLC planning to moderate student reading data, set goals and track students along Chalcot Lodge Comprehension Continuum</li> <li>•Work in their PLC to plan teaching and learning for students using the Chalcot Lodge Comprehension Continuum</li> </ul>			

	Students will: •Complete Fountas & Pinnell and PAT Benchmark Assessment twice yearly			
<b>Success Indicators</b>	-PLC Core learning completion documentation -Curriculum Day Agenda- F & P -Fountas & Pinnell assessments- student samples -PLC data and planning meeting minutes -Student goals in Reading & Viewing -Students on the Chalcot Comprehension Continuum -Classroom planners highlighting goals selected using the F & P continuum -Classroom planners highlighting Little Learners Love Literacy strategies - Learning walk documentation -Teacher PDP's - NAPLAN data - Teacher judgement progression scores (VIC curriculum) - PAT Reading data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Implementation of the Inquiry Cycle for Reading data during PLC data meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <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 2 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used

Curriculum Day- Fountas & Pinnell Continuum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Tracking of students along the CLPS comprehension continuum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Leaders will participate in professional learning on PAT Reading benchmark assessment tool	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input type="checkbox"/> Equity funding will be used
professional learning on Little Learners Love Literacy program and assessment tools (Prep - 2)	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$11,000.00  <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	Improve student outcomes in Numeracy
<b>12 Month Target 3.1</b>	NAPLAN LEARNING GROWTH (Benchmark) 12 month Target: In 2021 increase the % of students achieving high learning growth in Numeracy to 25%
<b>12 Month Target 3.2</b>	2021 target: increase the percentage of students in Foundation to Year 6 achieving above expected level in teacher judgement Number and Algebra to 32% or greater (29% achieved in 2020)  linked to KIS 1.a 2021 priority
<b>12 Month Target 3.3</b>	2021 targets: (a) Maintain the percentage endorsement in the Staff survey in Academic Emphasis at 89%  (b) Maintain the percentage endorsement in Professional Learning Through Peer Observation at 94%
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Embed a whole school instructional model linked to High Impact Teaching Strategies
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Continue to implement the whole school instructional model with a focus on 'collaborative learning'</li> <li>2. Continue to build teacher capacity with the High Impact Teaching Strategies and design collaborative learning tasks, through staff, PLC meetings and regular Learning Walks</li> <li>3. Continue to build teacher capacity to analyse and moderate data across the school to assist with learning growth in Numeracy</li> </ol>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Facilitate a half curriculum day focused on the whole school instructional model - Collaborative Learning</li> <li>• Provide teachers with professional development and opportunities for practice on the HITS and whole school instructional model</li> <li>• Facilitate a staff meeting to provide professional development of the Mathematics Teaching Toolkit and Birth to Level 10 Numeracy Guide</li> <li>• Facilitate implementation of whole school assessment schedule and NAPLAN Prioritisation approach</li> <li>• Facilitate PLC meetings to plan Collaborative Learning tasks in Numeracy</li> <li>• Organise regular Learning Walks and PLC feedback sessions linked to the CLPS Instructional Model</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Participate in a curriculum day on the whole school instructional model</li> <li>• Use the whole school consistent approach to Collaborative Learning</li> <li>• Set professional goals to improve student outcomes in Numeracy</li> </ul>



	<ul style="list-style-type: none"> <li>• Further develop teacher knowledge on the HITS; Collaborative Learning and Setting Goals</li> <li>• Discuss whole school, cohort and individual student data in order to inform teaching in Numeracy</li> <li>• Work in PLC teams to explore and plan Collaborative Learning tasks in Numeracy</li> <li>• Use the Numeracy Top Ten Resources, Mathematics Teaching Toolkit and Birth to Level 10 Numeracy Guide to assist when planning Collaborative Learning tasks</li> <li>• Participate in Learning Walks and feedback sessions linked to the CLPS Instructional Model</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Exhibit appropriate behaviours of a collaborative group member</li> <li>• Work collaboratively with peers in Numeracy Learning Teams</li> <li>• Listen to partner/group members and provide feedback during Collaborative Learning tasks</li> <li>• Be active participants during Learning Walks</li> </ul> <p>Parents will:</p> <ul style="list-style-type: none"> <li>• View student Numeracy learning through 'Student Led Conferences'</li> <li>• Be informed about their child's Numeracy progress through reports and Parent Teacher Interviews</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>-Curriculum Day 2021 agenda</li> <li>-Whole School Instructional model- Collaborative Learning whole school approach documentation</li> <li>-Documentation of staff meeting schedule- focus on the HITS; Collaborative Learning</li> <li>-Documentation of Collaborative Learning through weekly work programs</li> <li>-Teacher PDP's</li> <li>- NAPLAN data</li> <li>- Teacher judgment progression scores (VIC curriculum)</li> <li>- PAT Numeracy data</li> <li>- Learning Walk and Feedback information / PLC minutes - COMPASS appointment meeting times (Learning Walks and Feedback sessions)</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Embed HITS: Collaborative Learning, through a whole school Curriculum Day	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	from: Term 1 to: Term 1	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)			
Additional development of HITS: Collaborative Learning tasks through staff meetings and PLC meetings	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Provide opportunities for peer observation and feedback			
<b>Actions</b>	1. Introduce whole school coaching program 2. Implement coaching cycles for PLC teams			
<b>Outcomes</b>	Leaders will: <ul style="list-style-type: none"> <li>• Lead a half curriculum day, focused on Coaching</li> <li>• Conduct Learning Walks, with a focus on the HITS; Collaborative Learning</li> <li>• Conduct Coaching sessions with teachers, with a focus on the CLPS Instructional Model</li> <li>• Facilitate Peer Observations between teachers, with a focus on the HITS; Collaborative Learning and the CLPS Instructional Model</li> <li>• Create protocols to establish procedures for coaching</li> <li>• Create coaching timetable</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>• Participate in a coaching cycle for a term</li> <li>• Set personal goals, with a focus on the HITS; Collaborative Learning</li> </ul>			

	<ul style="list-style-type: none"> <li>• Negotiate, discuss and reflect on goals</li> <li>• Conduct Peer Observations, with a focus on the HITS; Collaborative Learning</li> <li>• Gather evidence when observing a peer's practice, to inform reflection and feedback</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Answer any questions from the observation teacher during feedback or peer observation</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>-Curriculum Day 2021 agenda</li> <li>-Whole school coaching program</li> <li>-Teacher PDP's</li> <li>- Staff (Teacher) opinion survey data</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Introduce whole school Coaching and Mentor program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,308.00  <input type="checkbox"/> Equity funding will be used
Complete termly coaching cycles for PLC teams	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,308.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	Improve student engagement in their learning			
<b>12 Month Target 4.1</b>	2021 target: Improve the percentage endorsement in the ATOS variable of Student Voice and Agency from 79%(2020),(66% in 2019) to 81% in 2021			

	Linked to KIS 1.a and KIS 1.c priority
<b>12 Month Target 4.2</b>	2021 target: improve the percentage endorsement for boys in ATOS variables of School Connectedness to 80% and Motivation and Interest to 85%  Linked to KIS 1.c priority
<b>12 Month Target 4.3</b>	2021 target: Maintain the percentage endorsement of the variable Promote Student Ownership of Learning Goals in the Staff survey at 100%  Linked to KIS 1.a priority
<b>12 Month Target 4.4</b>	2021 target: the percentage of students with 20 or more days of absence in 2021 will be 21% or less PREVIOUS DATA: 30% in 2019 and 22% in 2020  Linked to KIS 1.b & KIS 1.c 2021 priority
<b>KIS 1</b> Empowering students and building school pride	Develop a whole school understanding of student voice and agency
<b>Actions</b>	1.Build staff capacity to collect, monitor and track Student Voice 2.Introduce Agency and its connection to Student Voice to students and staff 3.Staff to implement student voice and agency through Numeracy
<b>Outcomes</b>	Leaders will: <ul style="list-style-type: none"> <li>•Provide professional learning opportunities for staff, focusing on monitoring, tracking and collecting evidence of student voice</li> <li>•Present to staff on the connection of Student Voice to Agency and developing school expectations of Agency</li> <li>•Provide opportunities for staff to improve and review implementation of SVA in PLC meetings</li> <li>•Share data related to SVA from ATOSS, SSS and Resilience Project to staff and/or students and discuss improvement strategies</li> <li>•Collect, analyse and monitor student and teacher feedback relating to SVA</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>•Use a checklist and collect evidence to track and monitor student voice</li> </ul>

	<ul style="list-style-type: none"> <li>•Develop an understanding of Agency, whole school expectations and its connection to Student Voice</li> <li>•Participate in professional learning, focusing on Student Voice and Agency and how to implement in Numeracy</li> <li>•Scaffold student learning goals in Numeracy and guide students in tracking their goal</li> <li>•Conduct surveys about student voice in Numeracy and provide opportunities for students to reflect on their learning</li> <li>•Complete feedback forms, view results, share and reflect on their experiences implementing SVA</li> <li>•Complete SSS and reflect on student ownership of learning goals</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>•Be introduced to new language related to SVA (e.g. agency, SMART goals)</li> <li>•View ATOSS data (year 3-6), analyse and interpret statements, share thoughts and make suggestions to improve results</li> <li>•Participate in student voice surveys to provide feedback on teaching and learning</li> <li>•Develop a goal in numeracy, reflect and track attainment of goal</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>-Documentation of presentations</li> <li>-Documentation - School expectations of Agency</li> <li>-Documented PLC minutes – Student Voice and Agency</li> <li>-ATOSS data related to SVA and SSS data related to – Promote Student Ownership of Learning Goals</li> <li>-Projections &amp; Work Program – outlining activities integrating SVA</li> <li>-Teacher feedback/checklists in delivering SVA</li> <li>-Samples of student checklists and tracking of goals</li> <li>-School based surveys on Student Voice</li> <li>-Teacher PDP</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional learning on Student Voice and Agency - Workshops / Staff meetings - Readings - PLCs - Professional dialogue with SVA Leader	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> STEM Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Develop and understand whole school expectations of Agency	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> STEM Coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Present data to: - Staff - SSS, ATOSS, Resilience Project - Students - ATOSS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> STEM Coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Integrate Student Voice and Agency in Numeracy	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> STEM Coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Monitor, track and reflect on student skill development and teacher implementation for Student Voice	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> STEM Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Setting expectations and promoting inclusion	Embed school wide practices to improve student attendance			

<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Attendance protocols to be embedded across the school</li> <li>2. Analyse, track and implement strategies for students identified as having 20+ days absent</li> </ol>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>•Provide professional development to analyse attendance data using Compass and Panorama</li> <li>•Facilitate PLC meetings, focussed on data analysis and attendance pattern reflections</li> <li>•Lead whole school professional development on the attendance protocols and documentation</li> <li>•Lead whole school staff meetings to identify students to track, monitor and support</li> <li>•Facilitate use of Attendance Data Wall in PLC meetings</li> <li>•Facilitate staff to collaboratively plan, organise and implement attendance activities</li> <li>•Mentor staff to build positive relationships within the classroom</li> <li>•Allocate staff and PLC meetings to attendance data analysis and strategies to improve attendance (linked to the mentor and relationship coaching)</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>•Participate in professional development to become more proficient in analysing Compass data and Panorama data</li> <li>•Participate in PLC meetings to analyse attendance data and discuss patterns and reflect on strategies</li> <li>•Participate in whole school professional development attendance protocols and documentation</li> <li>•Participate in staff meetings to identify, track, monitor and support students attendance</li> <li>•Discuss and monitor attendance data wall in PLC meeting</li> <li>•Participate in mentoring sessions with leaders to develop strategies to build positive relationships</li> <li>•Participate in meetings to develop strategies and to improve attendance data</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>•Participate in whole class attendance activities</li> <li>•Aim to attend school everyday</li> </ul> <p>Parents will:</p> <ul style="list-style-type: none"> <li>•Support their child to attend school everyday</li> <li>•Follow and support whole school protocols</li> <li>•Inform the school of absent days providing reasons why</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>-Panorama Data</li> <li>-Documentation of PLC and staff meeting minutes</li> <li>-Documentation of school attendance protocols and Absence Learning Plans</li> </ul>

	-Attendance Data Wall monitored and altered through PLC meetings -Teacher PDP's			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
-Staff and PLC meeting professional development on Attendance	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
-Develop and collaboratively plan, discuss and monitor attendance classroom strategies and actions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input checked="" 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	\$48,500.00	\$15,500.00
Additional Equity funding	\$106,000.00	\$91,000.00
<b>Grand Total</b>	<b>\$154,500.00</b>	<b>\$106,500.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional Development on Trauma	from: Term 1 to: Term 1	<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) <input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00
Develop and collaboratively plan wellbeing activities in projections	from: Term 1 to: Term 2	<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) <input checked="" type="checkbox"/> Support services	\$8,750.00	\$2,000.00
Develop and implement a Wellbeing Mentor Program for staff	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$8,750.00	\$2,000.00

	to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services		
Professional Development- Seven Steps to Writing Success	from: Term 3 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)	\$2,000.00	\$500.00
Professional development Writing- Literacy Portal	from: Term 3 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)	\$2,000.00	\$500.00
Writing wall implemented in each classroom	from: Term 1 to: Term 1	<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)	\$2,000.00	\$500.00
Development and use of writing rubrics and checklist	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$500.00
Termly whole school Writing moderation	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$2,000.00	\$500.00

Curriculum Day- Fountas & Pinnell Continuum	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$500.00
Tracking of students along the CLPS comprehension continuum	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$2,000.00	\$500.00
Embed HITS: Collaborative Learning, through a whole school Curriculum Day	from: Term 1 to: Term 1	<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)	\$2,000.00	\$500.00
Additional development of HITS: Collaborative Learning tasks through staff meetings and PLC meetings	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)	\$2,000.00	\$500.00
-Staff and PLC meeting professional development on Attendance	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$4,000.00	\$1,000.00
-Develop and collaboratively plan, discuss and monitor attendance classroom strategies and actions	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$4,000.00	\$1,000.00
<b>Totals</b>			<b>\$48,500.00</b>	<b>\$15,500.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
school based psychologist - time fraction 0.2	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) <input checked="" type="checkbox"/> Support services	\$20,000.00	\$15,000.00
school based speech pathologist - time fraction 0.2	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) <input checked="" type="checkbox"/> Support services	\$25,000.00	\$15,000.00
additional teaching support - targeted at equity funded students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$50,000.00	\$50,000.00
financial assistance to equity funded families	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$10,000.00	\$10,000.00
resources	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
<b>Totals</b>			\$106,000.00	\$91,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Students assessed and identified to be included in catch-up and extension	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Partners (DSSI)</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Literacy Improvement Teacher</li> <li><input checked="" type="checkbox"/> Literacy Support</li> <li><input checked="" type="checkbox"/> Numeracy Improvement Teacher</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</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"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Departmental resources</li> <li>progression learning maps</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site

Implementation of the CLPS catch-up and extension program	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Student(s) <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Tutoring Program <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
Professional Development on Trauma	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Psychologist	<input checked="" type="checkbox"/> On-site
Develop and implement a Wellbeing Mentor Program for staff	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants psychologist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team					
Professional development on the continued effective use of digital platforms for parent communication (staff meeting)	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Development- Seven Steps to Writing Success	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional development Writing- Literacy Portal	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)					
Termly whole school Writing moderation	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Implementation of the Inquiry Cycle for Reading data during PLC data meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants PLC Training Intake 4	<input checked="" type="checkbox"/> On-site



	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)					
Curriculum Day- Fountas & Pinnell Continuum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Fountas & Pinnell PD	<input checked="" type="checkbox"/> On-site
Embed HITS: Collaborative Learning, through a whole school Curriculum Day	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)					
Introduce whole school Coaching and Mentor program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Complete termly coaching cycles for PLC teams	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Professional learning on Student Voice and Agency - Workshops / Staff meetings - Readings - PLCs - Professional dialogue	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

with SVA Leader	<input checked="" type="checkbox"/> STEM Coordinator <input checked="" type="checkbox"/> Teacher(s)					
-Staff and PLC meeting professional development on Attendance	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site