

2021 Annual Implementation Plan

for improving student outcomes

Sunbury Primary School (1002)



Submitted for review by Amanda Busuttill (School Principal) on 05 December, 2020 at 11:09 PM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 27 January, 2021 at 02:50 PM
Endorsed by Mark Houston (School Council President) on 11 February, 2021 at 07:28 PM

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	<p>The school has focussed strongly on professional learning for building teacher capacity in the areas within the Instructional model. PLC Inquiries have also had a strong focus on teacher professional learning, alongside coaching. Our PLC link School work has strengthen our PLC practices. Strong PLC cycles and implementation of the work continued with fidelity during Remote and Flexible Learning.</p> <p>The staff have undertaken work in the establishment of a Guaranteed and Viable Curriculum through the development of Essential Learnings and Proficiency Scales in Reading, and developmental rubric for Writing.</p> <p>Work on Student Voice and Agency through coaching cycles implemented by our Learning Specialist begun, but was put on hold during Remote and Flexible Learning.</p> <p>Student goal setting and feedback practices were implemented. Teachers begun developing Reading goals for continuous reporting.</p> <p>A Peer Observation model was developed and undertaken in Term 1.</p> <p>Members of the school Leadership Team completed Bastow's Leading Curriculum and Assessment course, and begun planning the work with Team Leaders and teachers on further developing our planning and assessment practices. SWPBS development was suspended in 2020.</p>
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	<p>Over 100 volunteers completed the Volunteers Helpers Program in Term 1 2020. Partnerships continued to be fostered with external agencies, to support welfare and wellbeing needs. New House Spirit system was developed, and planning begun, however was suspended. Addition of Food Technology as a specialist subject in Term 1. This subject was unable to continue due to COVID restrictions.</p>
<p>Considerations for 2021</p>	<p>A whole school inquiry into Writing will be a focus for 2021. This will include continued development of Essential Learnings and Proficiency Scales in Writing, as well as team based PLC work and teacher professional learning. Continued focus on student goal setting feedback. FISO focus teams will focus on:</p> <ul style="list-style-type: none"> - PLC - Instructional Model - SWPBS - Student Voice and Agency <p>Learning Specialist will re-commence coaching for Student Voice and Agency, with a focus on a Positive Climate for Learning. Assistant Principal and SVA Learning Specialist will continue working with middle level team leaders on developing curriculum and assessment practices. Curriculum Planning will begin to incorporate Student Voice. Curriculum Design model will be in place, with teams using the model for planning Inquiry units across the school. Move to Progressive Reporting, with reports provided to parents termly. Resumption of work on SWPBS (in particular the behaviour matrix and reward system. Update and further development of the Be You framework. Response to Tiered Intervention approach - Level 1: Class based differentiation, Level 2: LLI, Level 3: Language Support Program. Possible engagement with provisional psychologists. House Spirit system to be reinstated and developed through 2021. Continued partnerships to occur with external agencies for wellbeing needs. Foster further community relationships. Peer Observation model to continue. Learning Walks conducted by Principal Class.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve the learning growth of every student with a particular focus on writing.
Target 2.1	By 2023, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in writing (Year 3 from 62 to 68%, Year 5 from 15 to 25%).
Target 2.2	By 2023 the percentage of Year 5 students meeting or above benchmark growth in NAPLAN writing to be (from 68% to 80%).
Target 2.3	95% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to: <ul style="list-style-type: none"> • be at or above their age appropriate Level of learning for Writing • make at least one Level of learning progress in each school year during the SSP period in Writing

Target 2.4	By 2023, improve the percentage of positive endorsement on SSS <i>school climate</i> module score for the component, <i>collaboration, collective efficacy</i> – increase from 69% to 85% or higher on average over the four years of the SSP.
Key Improvement Strategy 2.a Building practice excellence	To work as an evidence informed professional learning community to use rigorous assessment practices that inform teaching and learning and drive professional practice improvement
Key Improvement Strategy 2.b Building leadership teams	Build the capacity of middle level leaders to embed a culture of collective responsibility and collaboration to drive improvements in student learning
Goal 3	To improve the learning growth of every student with a particular focus on numeracy
Target 3.1	By 2023, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in numeracy (Year 3 from 44% to 48%, Year 5 from 20% to 31%).
Target 3.2	By 2023 the percentage of Year 5 students meeting or above benchmark growth in NAPLAN numeracy to be (from 75% to 85%).
Target 3.3	95% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to: <ul style="list-style-type: none"> • be at or above their age appropriate Level of learning for Number and Algebra • make at least one Level of learning progress in each school year during the SSP period in Number and Algebra

Target 3.4	By 2023, improve the percentage of positive endorsement on SSS <i>school climate</i> module score for the component, <i>collaboration, collective efficacy</i> – increase from 69% to 85% or higher on average over the four years of the SSP.
Key Improvement Strategy 3.a Building practice excellence	Build the capacity of all teaching staff to use evidence-based strategies, in alignment with an agreed instructional model, to drive improved professional practice and to use data to teach to a student’s point of learning.
Key Improvement Strategy 3.b Building leadership teams	2. Build the capacity of middle level leaders to embed a culture of collective responsibility and collaboration to drive improvements in student learning.
Goal 4	To improve student voice and agency
Target 4.1	<p>By 2023 increase the percentage of positive endorsement for the <i>Social Engagement factors</i> of:</p> <ul style="list-style-type: none"> • <i>student agency and voice from 54% to 75%</i> • <i>learning confidence from 73% to 85%</i> • <i>stimulating learning from 66% to 85%</i> • <i>setting goals from 83% to 92%</i> <p>on the 4-6 Student Attitudes to School Survey</p>
Target 4.2	<p>By 2023 increase the percentage of positive endorsement for factors of</p> <ul style="list-style-type: none"> • <i>student agency and voice from 78% to 86%</i> • <i>student cognitive engagement factors from 80% to 88%</i> <p>on the Parent Opinion Survey on average over the four years of the SSP.</p>

Target 4.3	By 2023, improve the percentage of positive endorsement on Staff Opinion Survey <i>teaching & learning - evaluation</i> module score for the component, <i>use student feedback to inform teaching practice – increase from 68% to 75% or higher on average over the four years of the SSP.</i>
Target 4.4	By 2023, average absence will reduce from 14 days (2019) to 12 days (2023).
Key Improvement Strategy 4.a Empowering students and building school pride	1. Build teacher capacity to have a consistent understanding of, and to embed opportunities for student agency and voice.
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	2. Empower students to collaborate with adults and peers to direct and take responsibility for their learning, creating self-regulating learners (assessment capable learners).
Key Improvement Strategy 4.c Building communities	3. Build school capacity to collaborate in learning partnerships both within and beyond the school community.

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>Learning Catch Up and Extension: By 2021, increase the percentage of students in Years 3 and 5 achieving in the top two and middle NAPLAN bands in reading (Year 3 from 94% to 97%, Year 5 from 81% to 88%).</p> <p>By 2021, increase the percentage of students achieving more than a year's growth in reading against Fountas and Pinnell benchmarking from (Yr. 1 83% to 90%, Yr. 2 31% to 61%, Yr. 3 52% to 70% and Yr. 4 39% to 64%).</p> <p>Happy, active and healthy kids: By 2021, average absence will reduce from 14 days (2019) to 12 days (2021).</p> <p>By 2021, decrease the percentage of Year 1-6 students identified as at risk for emotional behaviour in the Student Check-In tool from 26% to 18%.</p> <p>Connected Schools: By 2021 increase the percentage of positive endorsement for parent community engagement factors</p>

			on the Parent Opinion Survey from (2020) 49% to 65%.
To improve the learning growth of every student with a particular focus on writing.	Yes	By 2023, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in writing (Year 3 from 62 to 68%, Year 5 from 15 to 25%).	By 2021, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in writing (Year 3 from 57% to 60%, Year 5 from 21% to 30%).
		By 2023 the percentage of Year 5 students meeting or above benchmark growth in NAPLAN writing to be (from 68% to 80%).	By 2021 the percentage of Year 5 students meeting or above benchmark growth in NAPLAN writing to be (from 68% to 72%).
		95% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to: <ul style="list-style-type: none"> • be at or above their age appropriate Level of learning for Writing • make at least one Level of learning progress in each school year during the SSP period in Writing 	85% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to: <ul style="list-style-type: none"> - be at or above their age appropriate Level of learning for Writing - make at least one Level of learning progress in each school year during the SSP period in Writing
		By 2023, improve the percentage of positive endorsement on SSS <i>school climate</i> module score for the component, <i>collaboration, collective efficacy</i> – increase from 69% to 85% or higher on average over the four years of the SSP.	By 2021, improve the percentage of positive endorsement on SSS school climate module score for the component, <i>collaboration, collective efficacy</i> – increase from 69% to 72% or higher on average over the four years of the SSP.
To improve the learning growth of every student with a particular focus on numeracy	No	By 2023, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in numeracy (Year 3 from 44% to 48%, Year 5 from 20% to 31%).	

		By 2023 the percentage of Year 5 students meeting or above benchmark growth in NAPLAN numeracy to be (from 75% to 85%).	
		<p>95% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to:</p> <ul style="list-style-type: none"> • be at or above their age appropriate Level of learning for Number and Algebra • make at least one Level of learning progress in each school year during the SSP period in Number and Algebra 	
		By 2023, improve the percentage of positive endorsement on SSS <i>school climate</i> module score for the component, <i>collaboration, collective efficacy</i> – increase from 69% to 85% or higher on average over the four years of the SSP.	
To improve student voice and agency	Yes	<p>By 2023 increase the percentage of positive endorsement for the <i>Social Engagement factors</i> of:</p> <ul style="list-style-type: none"> • <i>student agency and voice from 54% to 75%</i> • <i>learning confidence from 73% to 85%</i> • <i>stimulating learning from 66% to 85%</i> • <i>setting goals from 83% to 92%</i> <p>on the 4-6 Student Attitudes to School Survey</p>	<p>By 2021 increase the percentage of positive endorsement for the Social Engagement factors on the 4-6 Student Attitudes to School Survey of:</p> <ul style="list-style-type: none"> - student agency and voice from 54% to 62% - learning confidence from 73% to 78% - stimulating learning from 66% to 72% - setting goals from 83% to 87%

	<p>By 2023 increase the percentage of positive endorsement for factors of</p> <ul style="list-style-type: none"> • <i>student agency and voice from 78% to 86%</i> • <i>student cognitive engagement factors from 80% to 88%</i> <p>on the Parent Opinion Survey on average over the four years of the SSP.</p>	<p>By 2021 increase the percentage of positive endorsement for factors on the Parent Opinion Survey on average over the four years of the SSP of:</p> <ul style="list-style-type: none"> - student agency and voice from (2020) 78% to 80% - student cognitive engagement factors from (2020) 74% to 77%
	<p>By 2023, improve the percentage of positive endorsement on Staff Opinion Survey <i>teaching & learning - evaluation</i> module score for the component, <i>use student feedback to inform teaching practice – increase from 68% to 75% or higher</i> on average over the four years of the SSP.</p>	<p>By 2021, improve the percentage of positive endorsement on Staff Opinion Survey <i>teaching & learning - evaluation</i> module score for the component, use student feedback to inform teaching practice – increase from 68% to 70% or higher on average over the four years of the SSP.</p>
	<p>By 2023, average absence will reduce from 14 days (2019) to 12 days (2023).</p>	<p>By 2021, average absence will reduce from 14 days (2019) to 12 days (2021).</p>

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Learning Catch Up and Extension: By 2021, increase the percentage of students in Years 3 and 5 achieving in the top two and middle NAPLAN bands in reading (Year 3 from 94% to 97%, Year 5 from 81% to 88%).</p> <p>By 2021, increase the percentage of students achieving more than a year's growth in reading against Fountas and Pinnell benchmarking from (Yr. 1 83% to 90%, Yr. 2 31% to 61%, Yr. 3 52% to 70% and Yr. 4 39% to 64%).</p> <p>Happy, active and healthy kids: By 2021, average absence will reduce from 14 days (2019) to 12 days (2021).</p>

	<p>By 2021, decrease the percentage of Year 1-6 students identified as at risk for emotional behaviour in the Student Check-In tool from 26% to 18%.</p> <p>Connected Schools: By 2021 increase the percentage of positive endorsement for parent community engagement factors on the Parent Opinion Survey from (2020) 49% to 65%.</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority Yes
KIS 3 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.
Goal 2	To improve the learning growth of every student with a particular focus on writing.
12 Month Target 2.1	By 2021, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in writing (Year 3 from 57% to 60%, Year 5 from 21% to 30%).
12 Month Target 2.2	By 2021 the percentage of Year 5 students meeting or above benchmark growth in NAPLAN writing to be (from 68% to 72%).

12 Month Target 2.3	85% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to: - be at or above their age appropriate Level of learning for Writing - make at least one Level of learning progress in each school year during the SSP period in Writing	
12 Month Target 2.4	By 2021, improve the percentage of positive endorsement on SSS school climate module score for the component, collaboration, collective efficacy – increase from 69% to 72% or higher on average over the four years of the SSP.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To work as an evidence informed professional learning community to use rigorous assessment practices that inform teaching and learning and drive professional practice improvement	Yes
KIS 2 Building leadership teams	Build the capacity of middle level leaders to embed a culture of collective responsibility and collaboration to drive improvements in student learning	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>Our PLC Link School work has strengthened our PLC practices. PLC Inquiries have had a strong focus on teacher professional learning, alongside coaching, Learning Walks and Peer Observations. Reading and Viewing has been a priority area, and significant growth has occurred in the teaching and learning program for this curriculum area. This has included the development of Essential Learnings and Proficiency Scales, which has had a positive impact on developing teacher capacity to plan, teach and assess accordingly.</p> <p>The school would like to see the same impact in the area of Writing. As this work was begun in 2020, but was unable to continue with fidelity due to the facilitation of Remote and Flexible Learning, we would like to resume the focus in this area, so the targets outlined can be reached.</p> <p>Members of the school Leadership Team completed Bastow's Leading Curriculum and Assessment course, and begun planning the work with Team Leaders and teachers on further developing our planning and assessment practices. Professional Learning in this area will continue throughout 2021, with fortnightly sessions being allocated to this focus, and staff development a priority.</p> <p>As our SSP began in 2020, achievement towards this goal was impacted by the Remote and Flexible Learning focus, which impacted the collaborative, intense focus, required to undertake this work.</p>	

Goal 3	To improve student voice and agency	
12 Month Target 3.1	By 2021 increase the percentage of positive endorsement for the Social Engagement factors on the 4-6 Student Attitudes to School Survey of: - student agency and voice from 54% to 62% - learning confidence from 73% to 78% - stimulating learning from 66% to 72% - setting goals from 83% to 87%	
12 Month Target 3.2	By 2021 increase the percentage of positive endorsement for factors on the Parent Opinion Survey on average over the four years of the SSP of: - student agency and voice from (2020) 78% to 80% - student cognitive engagement factors from (2020) 74% to 77%	
12 Month Target 3.3	By 2021, improve the percentage of positive endorsement on Staff Opinion Survey teaching & learning - evaluation module score for the component, use student feedback to inform teaching practice – increase from 68% to 70% or higher on average over the four years of the SSP.	
12 Month Target 3.4	By 2021, average absence will reduce from 14 days (2019) to 12 days (2021).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	1. Build teacher capacity to have a consistent understanding of, and to embed opportunities for student agency and voice.	Yes
KIS 2 Intellectual engagement and self-awareness	2. Empower students to collaborate with adults and peers to direct and take responsibility for their learning, creating self-regulating learners (assessment capable learners).	No
KIS 3 Building communities	3. Build school capacity to collaborate in learning partnerships both within and beyond the school community.	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.

Student Engagement data has been low and students have expressed this through the Attitudes To School Survey, Pivot Surveys and informal surveys/means. Student Voice forums have been conducted with students expressing the need for improvements in this area.

Members of the school Leadership Team completed Bastow's Leading Curriculum and Assessment course, and begun planning the work with Team Leaders and teachers on further developing our planning and assessment practices, with a vision to include student voice and agency practices in this process.

Student Voice and Agency coaching with our Learning Specialist had started in 2020, however, was suspended due to COVID. This team based coaching model will resume in 2021, with a focus on building teacher capacity to incorporate Student Voice and Feedback strategies in their classrooms.

SWPBS development was suspended in 2020. This work will resume in 2021, with the development of a behaviour matrix and reward system, which will include student input and reflection, as well as building capacity of teachers to continually partner with students.

The new House Spirit system will continue to develop, with student voice a priority for planning and executing House based activities.

As our SSP began in 2020, achievement towards this goal was impacted by Remote and Flexible Learning and COVID safe school restrictions that were subsequently put in place.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Learning Catch Up and Extension: By 2021, increase the percentage of students in Years 3 and 5 achieving in the top two and middle NAPLAN bands in reading (Year 3 from 94% to 97%, Year 5 from 81% to 88%).</p> <p>By 2021, increase the percentage of students achieving more than a year's growth in reading against Fountas and Pinnell benchmarking from (Yr. 1 83% to 90%, Yr. 2 31% to 61%, Yr. 3 52% to 70% and Yr. 4 39% to 64%).</p> <p>Happy, active and healthy kids: By 2021, average absence will reduce from 14 days (2019) to 12 days (2021).</p> <p>By 2021, decrease the percentage of Year 1-6 students identified as at risk for emotional behaviour in the Student Check-In tool from 26% to 18%.</p> <p>Connected Schools: By 2021 increase the percentage of positive endorsement for parent community engagement factors on the Parent Opinion Survey from (2020) 49% to 65%.</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Develop data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support</p> <p>Maintain PLC structures to support teacher collaboration and reflection to strengthen teaching practice</p> <p>Revisit and strengthen the use of HITS in classrooms, with a focus on Explicit Teaching and Feedback</p> <p>Refine Essential Learnings for Reading and Writing</p> <p>Embed consistent approaches to formative assessment</p> <p>Use PLCs for staff to collaboratively plan units of work with a focus on differentiation</p> <p>Support staff to embed the use of data walls for reading to inform targeted planning</p> <p>With staff input, establish a response to intervention (RTI) framework</p> <p>Establish small group tutoring programs aligned with RTI</p>
Outcomes	<p>Leaders will:</p> <p>In consultation with classroom teachers, establish intervention/small group tutoring</p> <p>Provide team based coaching cycles within Teaching and Learning</p>

	<p>Scaffold professional learning so that staff have access to a range of different supports, such as coaching, feedback and goal setting from learning walks and peer observations when building their capacity to implement an agreed instructional model Prioritise the work of professional learning communities</p> <p>Teachers will: Confidently and accurately identify student learning needs of their students Work collaboratively in PLCs and meet to engage in reflective practice, evaluate and plan curriculum, assessments and key lessons Consistently and explicitly implement the school's instructional model Develop an understanding of curriculum Essential Learnings to ensure mastery (Proficiency Scales in Reading) Regularly update data walls Provide regular feedback and monitor student progress using data walls Provide students with the opportunity to work at their point of need</p> <p>Students will: Experience success and celebrate the acquisition of knowledge Access targeted academic support or intervention if deemed eligible Have more time to work on content at the students point of need Know what their next steps are to progress their learning Know how lessons are structured and how this supports their learning</p>			
Success Indicators	<p>Fountas and Pinnell Reading Benchmark Data (twice yearly) Teacher Judgements - Reading Implementation of RTI programs: - Fountas and Pinnell Levelled Literacy Program (Tier 2) - Phonological Awareness Program (Tier 3) - Language Program (Tier 3) Assessment data and student surveys from intervention groups Staffing of programs Progress against Individual Education Plans</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLTs - Establish processes for regular moderation of assessment	<input checked="" type="checkbox"/> Leadership Team <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
Staff Professional Learning - Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> Leadership Team <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
Establish RTI Working Party - Determine processes/structures for collecting and monitoring school-wide data - Establish criteria for identifying students requiring individual and tailored support	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Resourcing - Establish resourcing for individual and tailored support programs	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$12,000.00 <input type="checkbox"/> Equity funding will be used
Appoint staff for intervention programs	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$87,000.00 <input type="checkbox"/> Equity funding will be used
Facilitate SSG Meetings - Engage with parents/carers to ensure appropriate supports	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Review the timetable and schedule times for individual and tailored support to occur	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teaching and Learning Coaches - focus on instructional model and explicit teaching strategies in Reading	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$78,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Establish a whole school approach to social/emotional learning Further develop the SWPBS program Complete the Be You student wellbeing framework Continued facilitation of the Positive Climate for Learning FISO Focus Team Engagement of provisional psychologist Update the Student Wellbeing and Engagement Policy</p>			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - ensure Student Leadership structure is in place, comprising of School Captains, House Captains, JSC representatives for each class. - facilitate student voice forums, providing students with opportunities to provide ideas and feedback, including Attitudes to School Survey, and regular Pivot Surveys - build staff capacity to collect, analyse, monitor and respond to student engagement data - provide professional learning for Team Leaders on the enhancement of Inquiry Planning across the school - facilitate the further development of the SWPBS framework - lead and promote the work of Positive Climate for Learning FISO Focus Team - liaise with provisional psychologist, in regards to case load - revise and promote the Student Wellbeing and Engagement policy - work with teams to revisit the social/emotional curriculum - engage with families and agencies <p>Teachers will:</p>			

	<ul style="list-style-type: none"> - ensure student voice is incorporated into the teaching and learning program - promote and participate in the development of the SWPBS matrix and reward system - promote the areas within the Be You framework - refine and document a refined Identity Unit for Inquiry in Term 1 - use an emotional check in tool daily in their classes, and respond accordingly - consider social/emotional development across the year and implement classroom based interventions where required - discuss student concerns with Principal Class and discuss student referrals to provisional psychologist with the Assistant Principals - undertake professional learning in Positive Climate for Learning elements <p>Students will:</p> <ul style="list-style-type: none"> - incorporate their ideas and voice in the teaching and learning program - participate in the development of the SWPBS matrix and reward system - participate in a refined Identity Unit for Inquiry in Term 1 - have access to provisional psychologist, SSS and external supports (if eligible) - engage in ongoing social/emotional activities 			
<p>Success Indicators</p>	<p>Developing an understanding of the SWPBS values and the behaviours outlined in the matrix. Development of the SWPBS reward system Finalisation and publication of the Be You framework. Further reflection and development on the Social/Emotional curriculum, indicative in curriculum documentation Analysis and results of Attitudes to School and Pivot Survey data Observations of changes to classroom practice, and student engagement in the learning Shared goals documented in staff PDPs Student Wellbeing and Engagement Policy Documented Wellbeing Support Plans and SSGs Data of SSS and psychologist services accessed by students Evidence of daily check in tools/practices in classrooms</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Planning Day - revision of social/emotional curriculum</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1</p>	<p>\$0.00</p>

	<input checked="" type="checkbox"/> Team Leader(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
FISO focus team for SWPBS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <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
FISO focus team for Positive Climate for Learning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <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
Appointment of provisional psychologist	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Update Student Wellbeing and Engagement Policy	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Improve partnerships with parents/carers Further development of a community inclusive House System Create learning partnerships beyond the school community			

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - set up processes and systems to improve communication with parents/carers - implement progressive reporting practices in Reading and Viewing, Writing, Number and Algebra - create opportunities for Community input and feedback through multiple sources - engage parents/carers in school learning programs - create learning partnerships beyond the school community - facilitate and engage the whole school community in the House System - form further partnership between the school and community organisations <p>Teachers will:</p> <ul style="list-style-type: none"> - sustain progressive reporting practices for Reading and Viewing, Writing, Number and Algebra - develop student learning goals and strategies and provide evidence against achievement - recognise the role of parents/carers as first educators and engage them in school learning programs - promote and participate the House System <p>Students will:</p> <ul style="list-style-type: none"> - reflect on their learning goals and provide evidence - nominate and vote for House Leaders - participate in activities and events within the House System - engage in a range of learning opportunities within and beyond the school community 			
Success Indicators	<p>Evidence of:</p> <ul style="list-style-type: none"> - improved positive perceptions within the Parent Community Engagement domain of the Community Engagement in Learning module within the Parent Opinion Survey - documented progressive reporting for Reading and Viewing, Writing, Number and Algebra - individual learning goals developed with students for Reading and Viewing and Writing - community input and feedback through community conversations, surveys and parent/teacher conferences - partnerships beyond the school community (The Fathering Project, SAKG Program, The Resilience Project, War on Waste) - access to student support services and allied health professionals - a house system action plan and calendar - a community engagement calendar outlining various events & activities celebrating learning with parents/carers 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
House Spirit - Year One (2021 calendar to include events and activities)	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,600.00

	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Progressive Reporting - Term 1 and Term 3 (Progress Reports) - Term 2 and Term 4 (Semester Reports) - Achievement towards learning goals (Reading, Writing and Number & Algebra)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,800.00 <input type="checkbox"/> Equity funding will be used
Community Conversations - Semester 1, 2021 - Teacher/School Communication - School Wide Positive Behaviours	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Community Engagement Calendar 2021 - Learning Expos (T2 Community & T3 Change) - Harvest Picnic - Christmas Soiree - Official Opening of the Buildings - Fundraising events and activities (i.e. Colour Run) - House Spirit events - Fathering Project events	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve the learning growth of every student with a particular focus on writing.			
12 Month Target 2.1	By 2021, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in writing (Year 3 from 57% to 60%, Year 5 from 21% to 30%).			
12 Month Target 2.2	By 2021 the percentage of Year 5 students meeting or above benchmark growth in NAPLAN writing to be (from 68% to 72%).			
12 Month Target 2.3	85% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to: - be at or above their age appropriate Level of learning for Writing			

	- make at least one Level of learning progress in each school year during the SSP period in Writing
12 Month Target 2.4	By 2021, improve the percentage of positive endorsement on SSS school climate module score for the component, collaboration, collective efficacy – increase from 69% to 72% or higher on average over the four years of the SSP.
KIS 1 Building practice excellence	To work as an evidence informed professional learning community to use rigorous assessment practices that inform teaching and learning and drive professional practice improvement
Actions	Action whole-school inquiries into writing Build the capacity of PLC Instructional Leaders to lead action inquiry cycles Operate as a PLC Link School and Investigate assessment practices to support teaching and learning and drive professional practice improvement Development of Essential Learnings and Proficiency Scales for Writing
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - facilitate whole-school inquiries into writing through PLCs - coordinate school inquiries to support professional learning team inquiries in writing - develop teacher capacity to effectively design diagnostic assessments in writing - develop and facilitate moderation practices in PLTs and across PLTs - create a school-wide system for the collection of student achievement data in writing against curriculum standards - coordinate professional learning that is responsive to student needs - carry out the intended actions within the PLC Link School Implementation Plan - build the capacity of Instructional Leaders to facilitate inquiry cycles - facilitate the development of proficiency scales for writing <p>Teachers will:</p> <ul style="list-style-type: none"> - gain a greater understanding of the development of authentic, fit for purpose assessments that reflect the learning program and objectives through an inquiry cycle - moderate student assessment and use data to diagnose student learning needs and plan for learning - provide feedback to students on their progress against individual learning goals - analyse student achievement data to improve their practice - evaluate the impact of teaching on learning by analysing multiple sources of data - identify and target areas for professional learning - draw on current research and use an inquiry improvement cycle - contribute to the development of essential learnings and proficiency scales for writing

	<p>Students will:</p> <ul style="list-style-type: none"> - have access to a guaranteed and viable curriculum - have learning presented that is differentiated and specific to their learning needs - receive feedback that is structured and evaluative of their progress towards learning goals and curriculum standards - engage in self-reflection as assessment-capable learners - co-construct learning goals linked with self-assessments and feedback 			
Success Indicators	<p>Evidence of:</p> <ul style="list-style-type: none"> - pacing guides (meeting schedules) developed by individual teams - PLC meeting minutes - Action Research Cycle plans - diagnostic assessments - moderation tool for writing - PLC Link School implementation Plan and Report - data wall (physical and electronic) - feedback from visiting schools - record of student learning goals and annotated work samples - student self-assessment - reporting against curriculum standards - development of proficiency scales in writing 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leadership Coaching - Mekaila Lawrence	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,023.00 <input checked="" type="checkbox"/> Equity funding will be used
Curriculum Day - Term 2, 2021	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$600.00 <input type="checkbox"/> Equity funding will be used

Professional Learning Teams	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,800.00 <input type="checkbox"/> Equity funding will be used
Staff Professional Learning - Whole School Writing Inquiries	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PLC Link School Implementation of Action Plan (2021) - SDR Principals Network - SDR Instructional Leaders Network - Hume/Moreland Instructional Leaders Network - facilitate School Visits (observations) - Masterclasses - Coaching/Mentoring School Leadership Teams	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To improve student voice and agency			
12 Month Target 3.1	By 2021 increase the percentage of positive endorsement for the Social Engagement factors on the 4-6 Student Attitudes to School Survey of: - student agency and voice from 54% to 62% - learning confidence from 73% to 78% - stimulating learning from 66% to 72% - setting goals from 83% to 87%			
12 Month Target 3.2	By 2021 increase the percentage of positive endorsement for factors on the Parent Opinion Survey on average over the four years of the SSP of: - student agency and voice from (2020) 78% to 80% - student cognitive engagement factors from (2020) 74% to 77%			

12 Month Target 3.3	By 2021, improve the percentage of positive endorsement on Staff Opinion Survey teaching & learning - evaluation module score for the component, use student feedback to inform teaching practice – increase from 68% to 70% or higher on average over the four years of the SSP.
12 Month Target 3.4	By 2021, average absence will reduce from 14 days (2019) to 12 days (2021).
KIS 1 Empowering students and building school pride	1. Build teacher capacity to have a consistent understanding of, and to embed opportunities for student agency and voice.
Actions	Continuation of a Learning Specialist for Student Voice and Agency, with a coaching capacity Focus on embedding student voice and agency through Peer Observations and Learning Walks, providing and receiving feedback Continued facilitation of the Positive Climate for Learning FISO Focus Team Review current curriculum and assessment practices Build the capacity of team leaders to embed student voice and agency into planning practices
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - provide coaching in the area of Student Voice and Agency - facilitate Peer Observations and Learning Walks, providing feedback opportunities - lead and promote the work of Positive Climate for Learning FISO Focus Team - lead professional learning for team leaders to build on embedding student voice and agency into planning practices - review and develop curriculum and assessment practices to embed problem based learning and inquiry - create opportunities for Student Voice and feedback through multiple sources <p>Teachers will:</p> <ul style="list-style-type: none"> - demonstrate classroom practices that incorporate Student Voice and Agency - maintain involvement in the review and development of curriculum and assessment - use an inquiry approach to engage in problem based teaching and learning practices in the classroom - continue to empower students and provide opportunities for student feedback - adjust practice in accordance with student feedback <p>Students will:</p> <ul style="list-style-type: none"> - engage in the goal setting process and self reflect on their goals - provide feedback to their teachers through multiple sources - participate in learning opportunities that incorporate their voice - be empowered as learners

Success Indicators	Evidence of: <ul style="list-style-type: none"> - coaching cycle plans and notes - peer observation notes, feedback and goal-setting - learning walks notes, feedback and goal-setting - audited curriculum (scope and sequence documents) and assessment practices (assessment schedule) - problem based learning practices in team planning and teacher work program documentation - improved perceptions in the Social Engagement domain of the Positive Climate for Learning module of the student Attitudes to School Survey - documented student learning goals, strategies and evidence - continued, cyclical student survey feedback through Pivot surveys and informal teacher feedback surveys/opportunities 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student Voice and Agency - Learning Specialist	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,600.00 <input type="checkbox"/> Equity funding will be used
Peer Observations	<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
Learning Walks - Visible Learning - Student Voice and Agency	<input checked="" type="checkbox"/> Leadership Team <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
FISO Focus Team - Positive Climate for Learning (Voice and Agency) - auditing the curriculum (problem based learning & inquiry)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <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

Student Voice Forums 1x per term Identify focus areas through PIVOT and AtoSS	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
PIVOT Survey 2x per year PDP goal	<input checked="" type="checkbox"/> Leadership Team <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
Student Voice and Agency Action Plan 4 year implementation plan (Year 1 developed in a detail)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Curriculum Day - Term 1, 2021 the Assessment Capable Learner	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Curriculum Day - Term 3, 2021 Positive Climate for Learning - Student Voice & Agency	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$28,023.00	\$28,023.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$28,023.00	\$28,023.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Leadership Coaching - Mekaila Lawrence	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$28,023.00	\$28,023.00
Totals			\$28,023.00	\$28,023.00

Additional Equity spend

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLTs - Establish processes for regular moderation of assessment	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit	<input checked="" type="checkbox"/> On-site
Staff Professional Learning - Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Teaching and Learning Coaches - focus on instructional model and explicit teaching strategies in Reading	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Planning Day - revision of social/emotional curriculum	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
FISO focus team for SWPBS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <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
FISO focus team for Positive Climate for Learning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> 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"/> Departmental resources Amplify - Student Voice and Agency	<input checked="" type="checkbox"/> On-site
Leadership Coaching - Mekaila Lawrence	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<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"/> Internal staff <input checked="" type="checkbox"/> External consultants Mekaila Lawrence	<input checked="" type="checkbox"/> On-site

Curriculum Day - Term 2, 2021	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources Literacy Toolkit	<input checked="" type="checkbox"/> On-site
Professional Learning Teams	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff Professional Learning - Whole School Writing Inquiries	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit	<input checked="" type="checkbox"/> On-site
Student Voice and Agency - Learning Specialist	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> 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"/> Bastow program/course <input checked="" type="checkbox"/> External consultants EdPartnerships <input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site

Peer Observations	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Clarity - Lyn Sharatt (Learning Walks and Talks)	<input checked="" type="checkbox"/> On-site
Learning Walks - Visible Learning - Student Voice and Agency	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> 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 Clarity - Lyn Sharatt (Learning Walks and Talks)	<input checked="" type="checkbox"/> On-site
FISO Focus Team - Positive Climate for Learning (Voice and Agency) - auditing the curriculum (problem based learning & inquiry)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants EdPartnerships <input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site
Curriculum Day - Term 1, 2021 the Assessment Capable Learner	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants EdPartnerships	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Departmental resources HITS Amplify <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	
Curriculum Day - Term 3, 2021 Positive Climate for Learning - Student Voice & Agency	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants EdPartnerships	<input checked="" type="checkbox"/> On-site