**2019 Annual Implementation Plan**

Submitted for review by Kieran Denver (School Principal) on 23 December, 2018 at 05:10 PM  
Endorsed by Justin Butler (Senior Education Improvement Leader) on 21 February, 2019 at 03:38 PM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Kent Park Primary School (5082)



**Self-evaluation Summary - 2019**

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|  | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Evolving |
|  | Curriculum planning and assessment | Emerging moving towards Evolving |
|  | Evidence-based high-impact teaching strategies | Emerging moving towards Evolving |
|  | Evaluating impact on learning | Emerging moving towards Evolving |

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| **Professional leadership** |  | Building leadership teams | Emerging moving towards Evolving |
|  | Instructional and shared leadership | Evolving |
|  | Strategic resource management | Evolving |
|  | Vision, values and culture | Emerging moving towards Evolving |

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

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

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| **Enter your reflective comments** | It was evident during the end of cycle review for 2018 that the mid-year assessment was not indicative of where the staff and leadership believed the school was assessed. This may be due to the staff having a more clear understanding of the assessment process and are more able to make an informed assessment of the progress of the school against the goals and targets. It was clearly evident during this process that the staff now believe they have more of a connection and shared understanding of the 2019 goals and targets.   Recap of previous discussion on data results and 2018 targets LITERACY - Met targets of top two bands for Literacy in AIP - Did not meet relative growth targets - Approx 20% of kids not likely to make 12 months growth across the school (high) NUMERACY - Met or very close to meeting top two bands for Numeracy - Met low growth target - Did not meet low growth target - Approx 15% of kids across the whole school likely to not make 12 month growth (high)  Classroom goal 35 – Achieved 15.2 (not met) Self-regulation goal 45 - Achieved 51.2 (met) High expectations goal 45 - Achieved 76.1 (met) |
| **Considerations for 2019** | Future ideas for 2019 AIP: In Literacy, tension between F & P results and PAT results. Possible things to look at include: - Whole school moderation - Looking at Common Assessments and alignment - Building consistent use of language across the school Potential to continue focus on developing… - engagement  - student voice and agency (AMPLIFY document can support this) - SWPB  Two goals to focus on for 2019 AIP, centred on… - Improve Literacy and Numeracy outcomes - Continue to work on SWPB What is the next step to improve Numeracy and Literacy? Discussion around the use of formative and summative diagnostic tools and their purpose. - Maths Online - Essential Assessment - PAT online |
| **Documents that support this plan** | AIP meeting minutes 19.11.18.docx (0.02 MB) |

**SSP Goals Targets and KIS**

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| Goal 1 | To maximise the learning growth and achievements of every student F-6 in English and Mathematics |
| Target 1.1 | |  | | --- | | GROWTH TARGETS – Foundation to Year 6 students deemed capable students to make *at least one year’s progress each year* in English and mathematics (as measured by teacher judgement and school based assessments against Victorian Curriculum standards – as below).  TIER ONE – Two Year *growth* targets based on NAPLAN Reading, Writing, Spelling, Grammar, Punctuation and Numeracy matched cohort data  TIER TWO – One year *growth* targets based on PATR and PATM, and teachers judgements in Reading, Writing, Speaking and Listening and Number  TIER THREE – Ongoing 12 month + *growth*   targets using effect size of greater than 0.6 for Reading, Writing and mathematics  NAPLAN TARGETS - *25% of Year 5 students achieving ‘at and above’ NAPLAN Bands 7 and 8 for Reading, Writing and Numeracy*    NAPLAN Reading, Writing, Spelling, Grammar and Punctuation and Numeracy Year 3 to 5 relative gain measures to show  -       Less than 25% of students making low relative gain  -       More than 25% of students making high relative gain | |
| Key Improvement Strategy 1.a Building practice excellence | Embed the schools instructional model and reflective pedagogical practices school-wide to enhance learning growth |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Implementing and embedding an assessment and planning model which identifies and provides for differentiated student needs |
| Goal 2 | Engagement SWPB To strengthen student engagement and develop creative, curious and self-regulated learners and thinkers.  To build student ownership of their learning. |
| Target 2.1 | STUDENT OPINION SURVEY  Students at this school treat teachers with respect  My teacher sets clear rules for classroom behaviour  Students at this school treat each other with respect    STAFF OPINION SURVEY    Teachers in this school believe student engagement is a key component for learning    PARENT OINION SURVEY  This school has a consistent approach to promoting positive student behaviour (52% in 2018)     |  |  | | --- | --- | | The school respects and values my family's beliefs and wishes (62% in 2018) |  | |
| Key Improvement Strategy 2.a Setting expectations and promoting inclusion | Implement a school-wide approach to ensure high expectations for a safe and supportive school environment for all stakeholders |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To maximise the learning growth and achievements of every student F-6 in English and Mathematics | Yes | |  | | --- | | GROWTH TARGETS – Foundation to Year 6 students deemed capable students to make *at least one year’s progress each year* in English and mathematics (as measured by teacher judgement and school based assessments against Victorian Curriculum standards – as below).  TIER ONE – Two Year *growth* targets based on NAPLAN Reading, Writing, Spelling, Grammar, Punctuation and Numeracy matched cohort data  TIER TWO – One year *growth* targets based on PATR and PATM, and teachers judgements in Reading, Writing, Speaking and Listening and Number  TIER THREE – Ongoing 12 month + *growth*   targets using effect size of greater than 0.6 for Reading, Writing and mathematics  NAPLAN TARGETS - *25% of Year 5 students achieving ‘at and above’ NAPLAN Bands 7 and 8 for Reading, Writing and Numeracy*    NAPLAN Reading, Writing, Spelling, Grammar and Punctuation and Numeracy Year 3 to 5 relative gain measures to show  -       Less than 25% of students making low relative gain  -       More than 25% of students making high relative gain | | Numeracy Targets: 7/36 students in the top two bands = 19% 6/36 students in the bottom two bands = 16% 30/36 students with high or medium gains = 83%  Literacy Targets: NAPLAN TARGETS - 25% of Year 5 students achieving ‘at and above’ NAPLAN Bands 7 and 8 for Reading, Writing and Numeracy  NAPLAN Reading, Writing, Spelling, Grammar and Punctuation and Numeracy Year 3 to 5 relative gain measures to show   - Less than 25% of students making low relative gain  - More than 25% of students making high relative gain |
| Engagement SWPB To strengthen student engagement and develop creative, curious and self-regulated learners and thinkers.  To build student ownership of their learning. | Yes | STUDENT OPINION SURVEY  Students at this school treat teachers with respect  My teacher sets clear rules for classroom behaviour  Students at this school treat each other with respect    STAFF OPINION SURVEY    Teachers in this school believe student engagement is a key component for learning    PARENT OINION SURVEY  This school has a consistent approach to promoting positive student behaviour (52% in 2018)     |  |  | | --- | --- | | The school respects and values my family's beliefs and wishes (62% in 2018) |  | | Student Survey Students at this school treat teachers with respect (improve by 20%) My teacher sets clear rules for classroom behaviour (improve by 20%) Student at this school treat each other with respect (improve by 20%) Staff Survey Teachers in this school believe student engagement is a key component for learning (improve by 20%) Parent Opinion Survey This school has a consistent approach to promoting positive student behaviour (improve by 20%) The school respects and values my family's beliefs and wishes (improve by 20%) |

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| Goal 1 | To maximise the learning growth and achievements of every student F-6 in English and Mathematics | |
| 12 Month Target 1.1 | Numeracy Targets: 7/36 students in the top two bands = 19% 6/36 students in the bottom two bands = 16% 30/36 students with high or medium gains = 83%  Literacy Targets: NAPLAN TARGETS - 25% of Year 5 students achieving ‘at and above’ NAPLAN Bands 7 and 8 for Reading, Writing and Numeracy  NAPLAN Reading, Writing, Spelling, Grammar and Punctuation and Numeracy Year 3 to 5 relative gain measures to show   - Less than 25% of students making low relative gain  - More than 25% of students making high relative gain | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Embed the schools instructional model and reflective pedagogical practices school-wide to enhance learning growth | Yes |
| **KIS 2**  Curriculum planning and assessment | Implementing and embedding an assessment and planning model which identifies and provides for differentiated student needs | 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 1 has been selected as a continuing focus from 2018 due to the priorities within the school, including the involvement of the DSSI partners.  This is also evident in the 2018 self-evaluation as the staff identified their current level of instructional practice/teacher capacity as evolving, requiring further work to embed and excel. | |
| Goal 2 | Engagement SWPB To strengthen student engagement and develop creative, curious and self-regulated learners and thinkers.  To build student ownership of their learning. | |
| 12 Month Target 2.1 | Student Survey Students at this school treat teachers with respect (improve by 20%) My teacher sets clear rules for classroom behaviour (improve by 20%) Student at this school treat each other with respect (improve by 20%) Staff Survey Teachers in this school believe student engagement is a key component for learning (improve by 20%) Parent Opinion Survey This school has a consistent approach to promoting positive student behaviour (improve by 20%) The school respects and values my family's beliefs and wishes (improve by 20%) | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Setting expectations and promoting inclusion | Implement a school-wide approach to ensure high expectations for a safe and supportive school environment for all stakeholders | 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 is a focus due to results from Staff, student and parent surveys indicating there is a strong need for a school-wide, agreed approach to positive school behaviours. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | To maximise the learning growth and achievements of every student F-6 in English and Mathematics | | | | |
| 12 Month Target 1.1 | Numeracy Targets: 7/36 students in the top two bands = 19% 6/36 students in the bottom two bands = 16% 30/36 students with high or medium gains = 83%  Literacy Targets: NAPLAN TARGETS - 25% of Year 5 students achieving ‘at and above’ NAPLAN Bands 7 and 8 for Reading, Writing and Numeracy  NAPLAN Reading, Writing, Spelling, Grammar and Punctuation and Numeracy Year 3 to 5 relative gain measures to show   - Less than 25% of students making low relative gain  - More than 25% of students making high relative gain | | | | |
| KIS 1 Building practice excellence | Embed the schools instructional model and reflective pedagogical practices school-wide to enhance learning growth | | | | |
| **Actions** | Principal Class/ Leadership/ DSSI will facilitate: • the implementation and embedding of an agreed and documented whole school approach by all staff for teaching Reading and Number using the Workshop Model  • the development of a Peer Observation program with transparent protocols and processes building towards sustainable practice • staff delivering a Professional Learning Plan with a focus on effective teaching practices and increasing curriculum knowledge in order to improve student outcomes in Reading with a focus on the use of Readers Notebooks and Substantive talk within the Readers Workshop • Learning Walks / Walk Throughs • The purchase and use of digital technology as educational tools  Teachers will: • Embed an agreed instructional model which is best practice • Challenge each other and build capacity as measured by the AITSL standards • identify problems of practice to be a focus for improvement • engage students in their work with 21st century best practice • Identify a High Impact teaching Strategy as a focus for improvement  Education Support staff will: • Support teaching staff to follow the instructional model for individuals and groups of students. | | | | |
| **Outcomes** | By the end of the 2019 school year... Students will:  1. Understand and articulate the routine and structure of Reading and number lessons 2. Show evidence of their thinking about their reading through notebook reflections and substantive conversations 3. Demonstrate the effectiveness of explicit teaching through independent application of learning 4. Articulate Learning intentions and success criteria in reading and number Teachers will: 5. implement an agreed instructional model which is best practice 6. Challenge each other and build capacity as measured by the AITSL standards through peer observations and collegiate conversations 7. Deliver an effective reading program aligned to the documented school practices (Curriculum Plan) 8. identify problems of practice to be a focus for improvement through learning walks  9. hold reflective conversations about their pedagogy with DSSI leadership partners 10. develop a positive reading environment in the classroom, using appropriate resources and student input 11. Include a team goal, actions and outcomes from this KIS in their PDP  Leaders will facilitate: 12. the implementation and embedding of an agreed and documented whole school approach by all staff for teaching Reading using the Reading Workshop Model 13. development and use of the ‘gradual release of responsibility’ instructional model for teaching Mathematics (Number) 14. the Peer Observation program being reintroduced and ensuring that it is an embedded and sustainable practice 15. staff delivering Professional Learning with a focus on effective teaching practices (HITS) 16. regularly scheduled Learning Walks with opportunities for staff to participate, debrief and create new goals | | | | |
| **Success Indicators** | 6 Months · explicit instruction in reading is evident through weekly programs, L.I. & S.C.observable in classrooms · students have reading logs showing variety and volume of reading materials · quality libraries available in all classrooms for students · explicit instruction in number evident through student workbooks · co-constructed anchor charts for reading and number displayed in all classrooms   12 Months · Student notebooks with evidence of quality work in reading and number · Quality and content of anchor charts for reading and number reflect growth in teacher capacity and student learning · Students able to identify their level of success in number through collected evidence · Peer observations effectively in use · Evidence of growth by teachers in their PDP | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| - DSSI to support Learning Specialist and PLC leaders to facilitate PL for teacher on components of instructional model: L.I.,S.C., explicit teaching/ mini-lesson, conferring | | 🗹 Leadership Partners (DSSI)  🗹 Leadership Team  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $300.00  🞎 Equity funding will be used |
| - School based Curriculum Planning Planning/Professional Practice days to focus on building skills and knowledge in relation to components of the Instructional model (peer observations, reading environment, HITS). | | 🗹 PLT Leaders  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🞎 Equity funding will be used |
| - Staff development and input into Peer Observation Booklet (protocols and practices) driven by PLT/PLC Leaders with DSSI support. | | 🗹 Leadership Partners (DSSI)  🗹 Leadership Team  🗹 PLC Leaders  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $100.00  🞎 Equity funding will be used |
| KIS 2 Curriculum planning and assessment | Implementing and embedding an assessment and planning model which identifies and provides for differentiated student needs | | | | |
| **Actions** | Principal Class/ Leadership/ DSSI will facilitate: • the implementation of collaborative team planning produces learning programs that are developmental and differentiated to meet all student needs  • the use of the FISO Inquiry Cycle as a PLC approach • increased understanding in the use of highly effective Individual Education Plans • the development of standardized unit and planning templates  •   Teachers will: • work collaboratively and consistently use data (including formative and as per Assessment Schedule) to inform differentiated curriculum planning aligned to PLC guidelines • teacher teams use student achievement to effectively monitor and review the curriculum plan, teaching and learning and assessment strategies. • write and implement a plan for students to achieve individualised learning goals • identify problems of practice to be a focus for improvement • moderate student work to develop consistency of teacher judgment   Education Support staff will: | | | | |
| **Outcomes** | By the end of the 2019 school year...  Students will:  • Understand and articulate the routine and structure of the Reading and Number lesson • Be engaged in work appropriate to their learning needs • Articulate personal learning goals and strategies to achieve them • Show evidence of their thinking about their reading through notebook reflections and substantive conversations • Demonstrate the effectiveness of explicit teaching in Reading and Number by articulating an understanding of the learning focus – What are you learning? How are you going? What do you need to do next? How will you know if you are successful? • Become collaborative problem solvers who are confident, creative and productive in a digital world.  Teachers will: ? Have completed weekly reading planners which document Reading and Number Workshop Model elements ? Work in PLC teams ? Formative assessment practices are evident in weekly reading planners eg. anecdotal , conferring, focus group notes  ? students have choice in what they read and time to discuss  ? deliver explicit instruction in reading and number  Leaders will facilitate: | | | | |
| **Success Indicators** | 6 Months: • evidence in weekly reading planners for time to read independently • there is access to quality classroom libraries • teachers monitoring, assessing and supporting during independent reading time • students talking about their reading – what they can do and what they need to do next (goal setting) • students engaging in rich conversation about their reading   12 Months:  • PLC team growth is measured against the effective teams matrix • As a result of data analysis/moderation in teams teachers are differentiating work tasks to meet student need • students using digital technology to create their own digital media files, collaborate using Google Doc’s, easily research and locate information, get feedback and reflect on their work and present their learning in a variety of ways. • students have reading logs showing variety and volume and notebooks with evidence of quality work • more consistent alignment between Naplan and Teacher judgement as per Panorama Report | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| PLC team and leaders trained in PLC initiative | | 🗹 PLC Leaders | 🗹 PLP Priority | from: Term 3  to: Term 4 | $1,500.00  🞎 Equity funding will be used |
| IEP's introduced and implemented | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 2 | $250.00  🗹 Equity funding will be used |
| IT upgrade to allow access to improved assessment data for staff and resources for students | | 🗹 Assistant Principal  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 2 | $50,000.00  🞎 Equity funding will be used |
| timetable to reflect collaborative team planning approach, allow for peer observations etc | | 🗹 Assistant Principal  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Goal 2 | Engagement SWPB To strengthen student engagement and develop creative, curious and self-regulated learners and thinkers.  To build student ownership of their learning. | | | | |
| 12 Month Target 2.1 | Student Survey Students at this school treat teachers with respect (improve by 20%) My teacher sets clear rules for classroom behaviour (improve by 20%) Student at this school treat each other with respect (improve by 20%) Staff Survey Teachers in this school believe student engagement is a key component for learning (improve by 20%) Parent Opinion Survey This school has a consistent approach to promoting positive student behaviour (improve by 20%) The school respects and values my family's beliefs and wishes (improve by 20%) | | | | |
| KIS 1 Setting expectations and promoting inclusion | Implement a school-wide approach to ensure high expectations for a safe and supportive school environment for all stakeholders | | | | |
| **Actions** | Principal Class and/or SWPB Leader will: • Seek expressions of interest and appoint a SWPB team leader and team members • Facilitate and document the clear expectations for student behaviour • Facilitate an audit of current practice and determine and document an agreed whole school approach. • Provide opportunities for ongoing professional learning in a consistent school-wide approach. • Involve all stakeholders in developing new school Values, Beliefs and Vision • Allocate appropriate resources to support the implementation of SWPB • Collect data to inform decision making and to evaluate progress. • Ensure all have had input into the new school Vision, Values and Beliefs Teachers will: • Audit current practice • Participate in the development and implementation of the agreed practices from the SWPB matrix  • Engage students in setting and monitoring personal behaviour goals. - engage in one-on-one conversations with students to build and enhance productive relationships  - develop and use a range of tools to receive regular (at least twice yearly) student feedback on classroom climate. - Develop classroom protocols for learning sessions/ instruction which enable students to share roles, responsibilities and ownership of outcomes. Students will: • Actively participate in the design and development of the SWPB matrix • Have a strong voice in the development of the school Values, Vision and Beliefs. •  Education Support staff will: - Promote and use the whole school approach to positive behaviours with all students | | | | |
| **Outcomes** | By the end of the 2019 school year... Students will:  • Articulate school wide positive behavior expectations and their role in delivering those expectations. • Students set and monitor individual social and behavioural goals • Provide feedback throughout the implementation of the SWPB framework (PAT/ACER?Sew?) on classroom behaviour, respect for others Teachers will: • Have audited current practice and analysed the results • Undertake SWPB training and implement whole school agreed practices • Have created a positive learning environment Leaders will: • Have documented policies and framework with clear definitions and procedures • Monitor the consistent implementation and whole school alignment • Have made decisions, based on the data collected, to support the implementation and monitoring of the SWPB framework.   Policy documentation of SWPB | | | | |
| **Success Indicators** | 6 Months • Completed initial training in SWPB for leadership team • Develop SWPB matrix developed and visible across the school. 12 Months • Students can self-regulate their emotions • Students have improved self-regulation of emotions (data tracking system used to monitor) • Students improved ability to negotiate and compromise (as evidenced by reduced incidents in the school yard) • Improved student positive attitude to learning (SATS) • Students able to articulate and explain school values. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| SWPB training & PL | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 2 | $3,000.00  🞎 Equity funding will be used |
| Purchase of ACER/SEW | | 🗹 Assistant Principal  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 2 | $1,030.00  🞎 Equity funding will be used |
| Signage, promotion, advertisement of new initiative | | 🗹 Assistant Principal  🗹 PLT Leaders  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 3 | $2,000.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

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| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $250.00 | 0.00 |
| Additional Equity funding | $15,000.00 | $15,000.00 |
| **Grand Total** | $15,250.00 | $15,000.00 |

Activities and Milestones

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| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| IEP's introduced and implemented | from: Term 1  to: Term 2 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $250.00 |  |
| **Totals** | | | $250.00 |  |

Additional Equity spend

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| **Outline here any additional Equity spend for 2019** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Employment of social worker to support disengaged/disadvantaged students. | from: Term 1  to: Term 3 | 🗹 School-based staffing  🗹 Support services | $15,000.00 | $15,000.00 |
| **Totals** | | | $15,000.00 | $15,000.00 |

**Professional Learning and Development Plan**

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| - DSSI to support Learning Specialist and PLC leaders to facilitate PL for teacher on components of instructional model: L.I.,S.C., explicit teaching/ mini-lesson, conferring | 🗹 Leadership Partners (DSSI)  🗹 Leadership Team  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Teaching partners  🗹 School improvement partnerships | 🗹 On-site |
| - School based Curriculum Planning Planning/Professional Practice days to focus on building skills and knowledge in relation to components of the Instructional model (peer observations, reading environment, HITS). | 🗹 PLT Leaders  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Preparation  🗹 Curriculum development  🗹 Peer observation including feedback and reflection | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Teaching partners  🗹 School improvement partnerships | 🗹 On-site |
| - Staff development and input into Peer Observation Booklet (protocols and practices) driven by PLT/PLC Leaders with DSSI support. | 🗹 Leadership Partners (DSSI)  🗹 Leadership Team  🗹 PLC Leaders  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Teaching partners  🗹 School improvement partnerships | 🗹 On-site |
| PLC team and leaders trained in PLC initiative | 🗹 PLC Leaders | from: Term 3  to: Term 4 | 🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 Off-site  Held in term 3, venue TBA |
| IEP's introduced and implemented | 🗹 All Staff | from: Term 1  to: Term 2 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Teaching partners  🗹 School improvement partnerships  🗹 Internal staff | 🗹 On-site |
| IT upgrade to allow access to improved assessment data for staff and resources for students | 🗹 Assistant Principal  🗹 Principal | from: Term 1  to: Term 2 | 🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Leadership partners | 🗹 On-site |
| timetable to reflect collaborative team planning approach, allow for peer observations etc | 🗹 Assistant Principal  🗹 Principal | from: Term 1  to: Term 1 | 🗹 Planning | 🗹 Timetabled Planning Day | 🗹 Internal staff | 🗹 On-site |
| SWPB training & PL | 🗹 All Staff | from: Term 1  to: Term 2 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Departmental resources  Sarah Spence - SWPB coach, NEVR | 🗹 On-site |
| Purchase of ACER/SEW | 🗹 Assistant Principal  🗹 Principal | from: Term 1  to: Term 2 | 🗹 Planning | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Signage, promotion, advertisement of new initiative | 🗹 Assistant Principal  🗹 PLT Leaders  🗹 Principal | from: Term 1  to: Term 3 | 🗹 Planning | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |