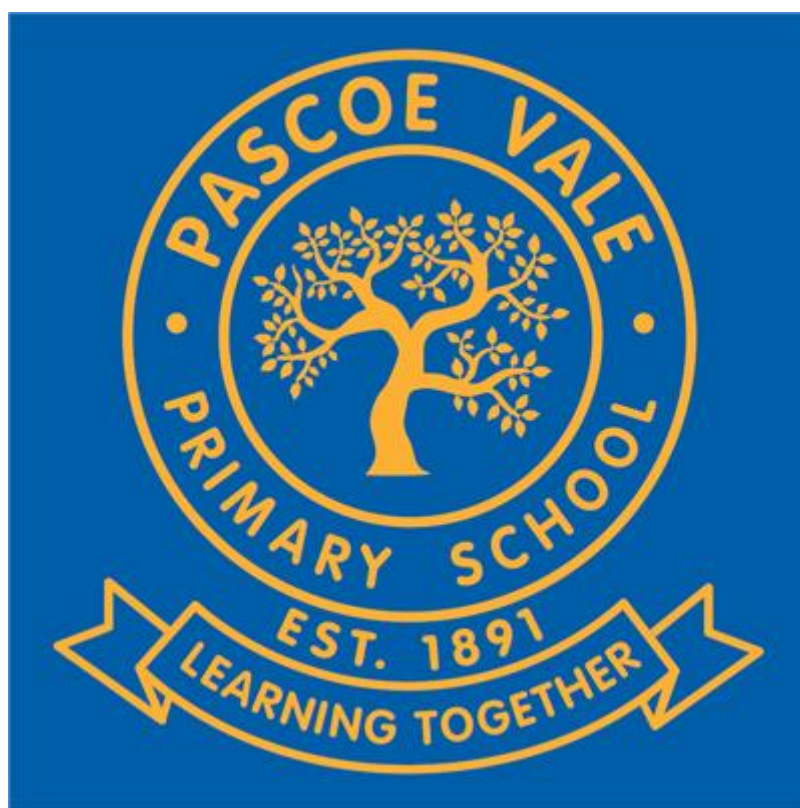


2019 Annual Implementation Plan

for improving student outcomes

Pascoe Vale Primary School (3081)



Submitted for review by Anne Naughton (School Principal) on 14 February, 2019 at 04:30 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 14 February, 2019 at 08:00 PM
Endorsed by Paul Wise (School Council President) on 20 February, 2019 at 09:44 PM

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	<p>Team planning has strengthened and is more collaborative, though further refinement is needed.</p> <p>Student learning has sharpened as a focus</p> <p>Pedagogical knowledge and HITS have developed</p> <p>Staff have increased their ability to analyse data and identify student learning needs</p>
Considerations for 2020	<p>Further development of quality data collection and professional learning analysing the data to informing learning and teaching.</p> <p>Continue to build consistency in the application of HITS and pedagogical practice.</p> <p>Whole school student voice and feedback via PIVOT</p> <p>Refine student reporting to parents - learning tasks to be user friendly.</p> <p>Further refinement of team planning including implementation of the PLC model.</p>

Documents that support this plan

NAPLAN relative growth.docx (0.01 MB)

SSP Goals Targets and KIS

Goal 1	For all students to be empowered and challenged to achieve high learning growth in literacy and numeracy.
Target 1.1	<p><u>VICTORIAN CURRICULUM:</u></p> <ul style="list-style-type: none">• By 2020 minimum one year's growth for 85% students from Foundation to Grade 6 in all areas of literacy and numeracy using teacher judgement against Victorian Curriculum Standards. <p><u>NAPLAN :</u></p> <ul style="list-style-type: none">• By 2020, relative to similar schools group, Pascoe Vale's relative growth results in all domains will be above the results for primary schools with similar characteristics as measured by the 'Pascoe vale's Supplementary Panoramic Report'.• NAPLAN growth to show minimum two years growth between years 3-5 in literacy and numeracy. <p><u>Student Attitude to School Survey</u></p> <ul style="list-style-type: none">• Each year of the review period, Student Attitudes to School Survey factors: learning confidence, stimulated learning and teacher effectiveness be at or above similar school and in the fourth quartile• By 2020 in the Student Attitude to School Survey in the 'social engagement' domain 'Student voice and agency', 'School connectedness' and 'sense of inclusion' to be at or above similar school and maintaining greater than 90% positive responses.• By 2020 in the Student Attitude to School Survey in the 'Learning Characteristics and Disposition' domain, 'Learning Confidence' to be at or above similar school and maintaining greater than 90% positive responses.

Key Improvement Strategy 1.a Building practice excellence	Develop the capability of teachers assessment practices to ensure that the progress of each student is closely monitored, identify students working above and below expected standards and planning meets each student's learning needs and ensures maximum learning growth.
Key Improvement Strategy 1.b Building practice excellence	Embed agreed high impact teaching strategies that underpin effective teaching and learning, including innovative, engaging practices which have an emphasis on student agency (demonstrating initiative, acting with purpose, independence and autonomy).
Goal 2	To enhance student health and well being.
Target 2.1	<p><u>PARENT OPINION SURVEY:</u></p> <ul style="list-style-type: none"> • By 2020 in the Parent Opinion Survey in the 'Parent Community Engagement' domain ' Parent Participation and Involvement', 'School Support' and 'Teacher Communication' to be at or above similar school and maintaining greater than 70% positive responses.
Key Improvement Strategy 2.a Parents and carers as partners	To implement and further extend the home school connections with a focus on student learning.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>For all students to be empowered and challenged to achieve high learning growth in literacy and numeracy.</p>	<p>Yes</p>	<p><u>VICTORIAN CURRICULUM:</u></p> <ul style="list-style-type: none"> • By 2020 minimum one year's growth for 85% students from Foundation to Grade 6 in all areas of literacy and numeracy using teacher judgement against Victorian Curriculum Standards. <p><u>NAPLAN :</u></p> <ul style="list-style-type: none"> • By 2020, relative to similar schools group, Pascoe Vale's relative growth results in all domains will be above the results for primary schools with similar characteristics as measured by the 'Pascoe vale's Supplementary Panoramic Report'. • NAPLAN growth to show minimum two years growth between years 3-5 in literacy and numeracy. <p><u>Student Attitude to School Survey</u></p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2019, minimum one year's growth for 75% students from Foundation to Grade 6 in all areas of literacy and numeracy using teacher judgement against Victorian Curriculum Standards.</p> <p>-NAPLAN growth to show minimum two years growth between years 3-5 in Literacy and Numeracy for 80% of our students.</p> <p>-By the end of 2019, Student Attitudes to School Survey in the 'Effective teaching Practice for cognitive engagement' factors: stimulated learning and teacher effectiveness be at or above similar school and 80% in positive responses.</p> <p>- By the end of 2019 in the Student Attitude to School Survey in the 'social engagement' domain 'Student voice and agency', 'School connectedness' and 'sense of inclusion' to be at or above similar school and maintaining greater than 80% positive responses.</p> <p>- By the end of 2019 in the Student</p>

		<ul style="list-style-type: none"> • Each year of the review period, Student Attitudes to School Survey factors: learning confidence, stimulated learning and teacher effectiveness be at or above similar school and in the fourth quartile • By 2020 in the Student Attitude to School Survey in the 'social engagement' domain 'Student voice and agency', 'School connectedness' and 'sense of inclusion' to be at or above similar school and maintaining greater than 90% positive responses. • By 2020 in the Student Attitude to School Survey in the 'Learning Characteristics and Disposition' domain, 'Learning Confidence' to be at or above similar school and maintaining greater than 90% positive responses. 	<p>Attitude to School Survey in the 'Learning Characteristics and Disposition' domain, 'Learning Confidence' to be at or above similar school and maintaining greater than 80% positive responses.</p>
<p>To enhance student health and well being.</p>	<p>Yes</p>	<p><u>PARENT OPINION SURVEY:</u></p> <ul style="list-style-type: none"> • By 2020 in the Parent Opinion Survey in the 'Parent Community Engagement' domain ' Parent Participation and Involvement', 'School 	<p>By end of 2019, in the Parent Opinion Survey in the 'Parent Community Engagement' domain ' Parent Participation and Involvement', 'School Support' and 'Teacher Communication' to</p>

		Support' and 'Teacher Communication' to be at or above similar school and maintaining greater than 70% positive responses.	be at or above similar school and maintaining greater than 65% positive responses.
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Goal 1	For all students to be empowered and challenged to achieve high learning growth in literacy and numeracy.	
12 Month Target 1.1	<p>By the end of 2019, minimum one year's growth for 75% students from Foundation to Grade 6 in all areas of literacy and numeracy using teacher judgement against Victorian Curriculum Standards.</p> <p>-NAPLAN growth to show minimum two years growth between years 3-5 in Literacy and Numeracy for 80% of our students.</p> <p>-By the end of 2019, Student Attitudes to School Survey in the 'Effective teaching Practice for cognitive engagement' factors: stimulated learning and teacher effectiveness be at or above similar school and 80% in positive responses.</p> <p>- By the end of 2019 in the Student Attitude to School Survey in the 'social engagement' domain 'Student voice and agency', 'School connectedness' and 'sense of inclusion' to be at or above similar school and maintaining greater than 80% positive responses.</p> <p>- By the end of 2019 in the Student Attitude to School Survey in the 'Learning Characteristics and Disposition' domain, 'Learning Confidence' to be at or above similar school and maintaining greater than 80% positive responses.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop the capability of teachers assessment practices to ensure that the progress of each student is closely monitored, identify students working above and below expected	Yes

	standards and planning meets each student's learning needs and ensures maximum learning growth.	
KIS 2 Building practice excellence	Embed agreed high impact teaching strategies that underpin effective teaching and learning, including innovative, engaging practices which have an emphasis on student agency (demonstrating initiative, acting with purpose, independence and autonomy).	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.	Data particularly NAPLAN continues to show a number of student working below state and we believe learning growth between year 3 and 5 still could be lifted. Improving our assessment processes and analysis will make planning more precisely matched to our student needs. If we partner that will improved teaching practices (HITS) and enhanced student agency we should gain overall improvement in literacy and numeracy outcomes.	
Goal 2	To enhance student health and well being.	
12 Month Target 2.1	By end of 2019, in the Parent Opinion Survey in the 'Parent Community Engagement' domain ' Parent Participation and Involvement', 'School Support' and 'Teacher Communication' to be at or above similar school and maintaining greater than 65% positive responses.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Parents and carers as partners	To implement and further extend the home school connections with a focus on student learning.	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.	2018 Parent survey Parent Community Engagement Domain - teacher communication 'teachers communicate with me often enough about my child's progress' only 58% positive indicates a need for improvement. To continue to further develop parent/school partnerships, with a focus of student learning as determined in the school review and parent survey data.	

Define Actions, Outcomes and Activities

Goal 1	For all students to be empowered and challenged to achieve high learning growth in literacy and numeracy.
12 Month Target 1.1	<p>By the end of 2019, minimum one year's growth for 75% students from Foundation to Grade 6 in all areas of literacy and numeracy using teacher judgement against Victorian Curriculum Standards.</p> <p>-NAPLAN growth to show minimum two years growth between years 3-5 in Literacy and Numeracy for 80% of our students.</p> <p>-By the end of 2019, Student Attitudes to School Survey in the 'Effective teaching Practice for cognitive engagement' factors: stimulated learning and teacher effectiveness be at or above similar school and 80% in positive responses.</p> <p>- By the end of 2019 in the Student Attitude to School Survey in the 'social engagement' domain 'Student voice and agency', 'School connectedness' and 'sense of inclusion' to be at or above similar school and maintaining greater than 80% positive responses.</p> <p>- By the end of 2019 in the Student Attitude to School Survey in the 'Learning Characteristics and Disposition' domain, 'Learning Confidence' to be at or above similar school and maintaining greater than 80% positive responses.</p>
KIS 1 Building practice excellence	Develop the capability of teachers assessment practices to ensure that the progress of each student is closely monitored, identify students working above and below expected standards and planning meets each student's learning needs and ensures maximum learning growth.
Actions	<p>If we implement quality assessment and data assessment processes, we will see improved learning outcomes for students across all areas.</p> <p>We will:-</p> <ul style="list-style-type: none"> -strengthen Literacy and Numeracy data collection and analysis, to ensure that the progress of each student implementation is closely monitored and planning meets each student's learning needs. -build teacher's capabilities to be effective in the learning cycle - assess, plan, deliver then assess in a PLC model. -Identify students working above and below expected standards and for teachers to plan to address student learning needs. <p>Implement the FISO Action research model in PLC's.</p> <ul style="list-style-type: none"> -build a shared vision for evidence based teaching and learning across the school. -develop the capability of teachers assessment practices to ensure that the progress of each student is closely monitored, identify students working above and below expected standards and planning meets each student's learning needs.

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *be able to articulate the goals of each lesson and know if they have been successful. *understand and self assess their progress and be able to articulate what they need to learn next. *learn to ask questions to clarify their understandings. <p>Teachers will:</p> <ul style="list-style-type: none"> *assess student learning, analyse data and use the data to inform their planning. *plan collaboratively, using student assessment to met the needs of all students. *use assessment data to differentiate instruction in whole school PLC and planning meetings. *use the Victorian Curriculum to plan sequential and differentiated learning lessons for students. <p>Leadership will:</p> <ul style="list-style-type: none"> *manage human and financial resources to enable planning, coaching and mentoring. *allocate sufficient professional learning in the meeting schedule. *invest time in data collection and analysis. *Resources allocation 			
Success Indicators	<p>Whole school data collection</p> <p>PIVOT survey - - to indicate upward trend in student responses from pre to post survey.</p> <p>Running Record:- Minimum Level 90% of students achieve - Foundation Level 5 (PM Bench mark), Year 1 Level 15 (PM Bench mark) Year 2 Level 20 (PM Bench mark) Year 3/4 Level 24-26 (Fountas and Pinnell)</p> <p>PAT M - 70% of students at or above expected level</p> <p>PAT R - 75% of students at or above expected level</p> <p>NAPLAN growth to show minimum two years growth between years 3-5 in Literacy and Numeracy for 80% of our students.</p> <p>PROBE (New test no baseline)</p> <p>Differentiated planning documents</p> <p>Student Attitude to School survey - in the 'Effective teaching Practice for cognitive engagement' factors: stimulated learning and teacher effectiveness be at or above similar school and 80% in positive responses.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Refine the assessment schedule - targeting assessment tasks with diagnostic capabilities e.g. PAT reading comprehension, PAT Maths, PROBE reading comprehension, Reading Recovery, Fontas & Pinnell and PM assessments	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Staff to undertake professional learning in assessing students and analysis of data to inform teaching and learning. Analyse PAT reading comprehension, PAT Maths, PROBE reading comprehension, Reading Recovery and NAPLAN.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Make assessment/data collection and analysis the centre of team planning to inform decision making.	<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
Increase teacher capabilities for collection and use of student learning data through involvement in professional learning.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,700.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Embed agreed high impact teaching strategies that underpin effective teaching and learning, including innovative, engaging practices which have an emphasis on student agency (demonstrating initiative, acting with purpose, independence and autonomy).			
Actions	<p>If we implement and develop the (SIP Partnership - teaching of reading, 21st Century Learning Project Science, Technology, Engineering and Mathematics (STEM) and High impact strategies) across the school as a framework for improving teaching and learning then we will see improved student outcomes.</p> <ul style="list-style-type: none"> • Improve teachers understanding of the Reading components of the Victorian Curriculum through professional learning and coaching. • Improve teachers understanding of the STEM components of the Victorian Curriculum through professional learning and coaching. • Implement instructional models for Literacy, Numeracy and STEM, explicitly linked to HITS. • Develop knowledge of effective pedagogical practice in literacy (reading focus), Numeracy and STEM through professional learning and coaching. • Implement PIVOT survey to analyse and increase student agency • enhance goal setting for students in key curriculum areas. • Enhance student agency in learning through the implementation 21st century pedagogy and inquiry (student collaboration, self-regulation, knowledge construction and real work problems) 			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *be engaged in their learning. *participate in activities which match their learning needs - being challenged in their learning. *be active participants in their learning, taking increasing responsibility. *set goals for their learning based on feedback from teacher, peer and self. <p>Teachers will:</p> <ul style="list-style-type: none"> *use the Victorian curriculum to plan sequential and differentiated learning lessons for students. *implement high impact pedagogical practice including e.g.; guided reading, reciprocal teaching, literature circles, maths teacher focus groups. *plan collaboratively to meet the needs of all students. *use data to differentiate instruction. *provide feedback to students. *employ the gradual release of responsibility model in planning documents and classroom implementation to scaffold student learning to scaffold student learning. 			
Success Indicators	<p>PIVOT survey - to indicate upward trend in student responses from pre to post survey. PDP -staff plans to align with the AIP priorities and show evidence of professional growth Planning documents Self-reflection and Peer observations Coaching notes Student Attitude survey - In the 'Learning Characteristics and Disposition' domain, 'Learning Confidence' to be at or greater than 80% positive responses In the 'social engagement' domain 'Student voice and agency', 'School connectedness' and 'sense of inclusion' to be at or above similar school and maintaining greater than 80% positive responses.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning in pedagogical approaches, coaching and classroom implementation.	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used
Professional learning, discussions and planning based on High Impact Teaching Strategies.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Professional learning in pedagogical approaches, coaching and classroom implementation of HITS/Pedagogical Approaches (21Century Learning Pedagogy).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,000.00 <input type="checkbox"/> Equity funding will be used
Regular planned activities to facilitate student involvement/agency in learning - such as tasks involving goal setting, self-regulation, collaborative groups, choice/input in learning activities, real life problems and feedback (to and from self, peer and teacher).	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement PIVOT Survey \$100 per teacher Year 2-6 (17 classes)	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,700.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To enhance student health and well being.			
12 Month Target 2.1	By end of 2019, in the Parent Opinion Survey in the 'Parent Community Engagement' domain ' Parent Participation and Involvement', 'School Support' and 'Teacher Communication' to be at or above similar school and maintaining greater than 65% positive responses.			
KIS 1 Parents and carers as partners	To implement and further extend the home school connections with a focus on student learning.			
Actions	<ul style="list-style-type: none"> -Develop and implement a comprehensive partnership to engage with all families in supporting high expectations for all student learning. -To deliver targeted teaching and learning programs to address specific learning and wellbeing of all students. -Improve communication with community members with all aspects of their children's learning - academic, social and emotional via Compass, Class Dojo, Assemblies, Newsletters and See Saw. -Ongoing reporting via compass portal. 			

	<p>-Open classroom programs to involve parents in their students learning. -Refine a reporting schedule which provides timely information regarding student progress mid and end of year written reports, student led conferences and learning tasks on compass.</p>			
Outcomes	<p>Students will: *be engaged in their learning. *be able to articulate their learning and talk about it with their parent/carer. *continue learning between home and school through stronger home school partnerships . *feel supported by parents/carers in their learning. Teachers will: *communicate with parents on a regular basis regarding student learning and welfare. (face to face, phone, class and school Dojo, compass). *reports progressively on student achievement throughout the year (Learning tasks on compass). *plan open sessions for parents to see and participate in their child's classroom program. Leadership will: *manage human and financial resources to enable the digital resources are available and supported. *allocate sufficient resources for reporting and parent communication in the meeting schedule. *monitor parent school partnership activities throughout the year.</p>			
Success Indicators	<p>Parent Opinion Survey in the 'Parent Community Engagement' domain ' Parent Participation and Involvement', 'School Support' and 'Teacher Communication' to be at or greater than 65% positive responses. Evidence of increased attendance and participation in :- *Open classroom *Student led conferences *Meet and Greet *Parent information sessions *Accessing data from learning task reporting and classroom DOJO</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Learning Tasks scheduled in the reporting planner.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used
Learning tasks designed, implemented, moderated and reported to parents via Compass portal, throughout the year	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Classrooms will plan three open classroom morning term 2-4.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will use compass, class and school Dojo, See Saw, school website and other methods to communicate with parents and carers building understanding of the student's learning and achievements.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The school will continue to implement Compass increasing extending the capabilities of the software.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$4,700.00	\$20,009.00
Additional Equity funding	\$130,000.00	\$18,000.00
Grand Total	\$134,700.00	\$38,009.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Implement PIVOT Survey \$100 per teacher Year 2-6 (17 classes)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,700.00	\$17,009.00
The school will continue to implement Compass increasing extending the capabilities of the software.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,000.00	\$3,000.00
Totals			\$4,700.00	\$20,009.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Additional personal in student welfare provision (second assistant principal)	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$130,000.00	\$18,000.00

	to: Term 4			
Totals			\$130,000.00	\$18,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Refine the assessment schedule - targeting assessment tasks with diagnostic capabilities e.g. PAT reading comprehension, PAT Maths, PROBE reading comprehension, Reading Recovery, Fontas & Pinnell and PM assessments	<input checked="" type="checkbox"/> Assistant Principal	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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Helen Bender Literacy Coach	<input checked="" type="checkbox"/> On-site
Staff to undertake professional learning in assessing students and analysis of data to inform teaching and learning. Analyse PAT reading comprehension, PAT Maths, PROBE reading comprehension, Reading Recovery and NAPLAN.	<input checked="" type="checkbox"/> Assistant Principal	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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Helen Bender Literacy Coach	<input checked="" type="checkbox"/> On-site
Make assessment/data collection and analysis the centre of team planning to inform decision making.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

					Literacy Numeracy Portal	
Professional learning in pedagogical approaches, coaching and classroom implementation.	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Trent Ray Educational Consultant Helen Bender Literacy Expert <input checked="" type="checkbox"/> Departmental resources HITS	<input checked="" type="checkbox"/> On-site
Professional learning, discussions and planning based on High Impact Teaching Strategies.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources HITS Literacy and Numeracy Portals	<input checked="" type="checkbox"/> On-site
Professional learning in pedagogical approaches, coaching and classroom implementation of HITS/Pedagogical Approaches (21Century Learning Pedagogy).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<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"/> External consultants Trent Ray Educational Consultant	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Departmental resources HITS	
Implement PIVOT Survey \$100 per teacher Year 2-6 (17 classes)	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site