

2019 Annual Implementation Plan

for improving student outcomes

Flemington Primary School (0250)



Submitted for review by Amanda Williams (School Principal) on 14 March, 2019 at 02:50 PM
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 14 March, 2019 at 02:51 PM
Awaiting endorsement by School Council President

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
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	The school actively and consistently engages in the professional learning of staff to active the KIS as outlined n the AIP: Embedding School Instructional Model for numeracy aligned with the HITs, Instructional rounds employing a learning specialist to develop a coaching culture which supports staff with implementing best practise.
Considerations for 2019	<p>1.FISO: Excellence in Teaching and Learning- Building Practise Excellence</p> <p>Continue with the implementation of the teaching and learning cycle to drive planning, teaching learning and assessment.</p> <p>Develop an instructional Model for Writing</p> <p>For collaborative team to investigate and explore researched spelling programs with the literacy Lead and Learning specialist to drive</p> <p>A focus to embed spelling, Grammar and Punctuation lessons into weekly planning across P-6</p> <p>Timetabled support for disadvantaged students RTI, LLI</p> <p>Use the LLI to support vocabulary and word work</p> <p>2 staff to undertake the Leading Literacy for Networks in 2019</p> <p>Continue with the agreed numeracy instructional model numeracy to coach and ensure constancy across P-6</p>

	<p>Strengthen teacher understanding and use of the HITS:</p> <p>2.FISO: Professional Leadership- Building Leadership Teams Developing and implementing an FPS coaching model providing opportunities for Peer Observation and Feedback Continue to build leader capacity through a distributed leadership team, including the knowledge and capabilities of middle-level leaders, Collaborative Learning Team leaders and emerging/aspirant leaders. Teaching and Learning Team- Principal Assistant Principal Learning Specialist, Numeracy Lead Literacy Lead and Wellbeing Lead CTL: Team Leader Executive Team PCO and Business Management</p> <p>3.FISO:Positive Climate for Learning- Intellectual Engagement Continue to embed the use of the school data wall to track student progress and learning by putting the faces to the data. Develop, and regularly monitor, classroom environments designed to support students' learning independence Teacher and student Health Well Being: Create a climate where the COCI component of Mcrels 21 leadership behaviours i.e Communication, Order, Culture and Input is active Embed Visibility and Flexibility component of McRel's 21 leadership behaviours Promote Regular reflection and open discussion as to how the school and staff are operating</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To improve student learning growth and achievement in Numeracy and Reading, but with a particular focus on Writing.																																				
Target 1.1	<p>NAPLAN:</p> <p>By 2020:</p> <ul style="list-style-type: none"> · The proportion of Year 3 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy: <ul style="list-style-type: none"> o Grammar and Punctuation: 75% o Reading: 75% o Spelling: 80% o Writing: 75% o Numeracy: 75% <table border="1" data-bbox="566 1038 1951 1318"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62%</td> <td>65%</td> <td>69%</td> <td>72%</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>57%</td> <td>61%</td> <td>65%</td> <td>70%</td> <td>75%</td> </tr> <tr> <td>Spelling</td> <td>63%</td> <td>67%</td> <td>72%</td> <td>76%</td> <td>80%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>49%</td> <td>57%</td> <td>66%</td> <td>75%</td> </tr> <tr> <td>Numeracy</td> <td>53%</td> <td>59%</td> <td>65%</td> <td>71%</td> <td>75%</td> </tr> </tbody> </table>		2017	2018	2019	2020	2021	Reading	62%	65%	69%	72%	75%	Writing	57%	61%	65%	70%	75%	Spelling	63%	67%	72%	76%	80%	Grammar and Punctuation	40%	49%	57%	66%	75%	Numeracy	53%	59%	65%	71%	75%
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- The proportion of Year 5 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy
 - Grammar and Punctuation: 40%
 - Reading: 55%
 - Spelling: 45%
 - Writing: 40%
 - Numeracy: 45%
- The proportion of students achieving high or medium NAPLAN relative learning growth will be 85% for all domains of literacy and numeracy.
- 90% of teachers will be at the embedding stage on the HITS Continuum of Practice.

	2017	2018	2019	2020	2021
Reading	49%	50%	51%	53%	55%
Writing	21%	26%	31%	36%	40%
Spelling	35%	37%	40%	43%	45%
Grammar and Punctuation	35%	36%	38%	39%	40%
Numeracy	41%	42%	43%	44%	45%

	<p>2019</p> <p>Year 3 The proportion of Year 3 students achieving in the top two NAPLAN bands for writing will increase...</p> <p>Writing:72%</p> <p>Year 5 The proportion of Year 5 students achieving in the top two NAPLAN bands for writing will increase...</p> <p>Writing:24%</p> <p>The proportion of students achieving high or medium NAPLAN relative learning growth will be 80% for writing with a particular focus on high growth data.</p>
<p>Key Improvement Strategy 1.a Building practice excellence</p>	<p>Establish an agreed instructional model and consistent approaches to the teaching and learning of writing P-6</p>
<p>Key Improvement Strategy 1.b Building practice excellence</p>	<p>Embed the agreed upon instructional model and consistent approaches to the teaching and learning in each of the domains of numeracy.</p>
<p>Key Improvement Strategy 1.c Building practice excellence</p>	<p>Strengthen professional learning through coaching, peer observation and feedback in relation to evidence based High Impact Teaching Strategies (HITS).</p>
<p>Key Improvement Strategy 1.d Building practice excellence</p>	<p>Continue to improve the data literacy of all staff through PLCs to strengthen the capacity of teams to undertake the monitoring of data to inform teaching and learning.</p>

Goal 2	To develop the school as a positive and supportive learning community.																								
Target 2.1	<p>School Staff Survey:</p> <p>By 2020, school mean scores (Principal/Teacher)for the following components of the SS Survey, School Climate Module, will be at least:</p> <ul style="list-style-type: none"> • Academic Emphasis 77.00 • Collective Efficacy 80.00 • Collective Responsibility 86.00 <table border="1" data-bbox="566 751 1948 1023"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Academic Emphasis</td> <td>63%</td> <td>67%</td> <td>71%</td> <td>74%</td> <td>77%</td> </tr> <tr> <td>Collective Efficacy</td> <td>75%</td> <td>77%</td> <td>78%</td> <td>79%</td> <td>80%</td> </tr> <tr> <td>Collective Responsibility</td> <td>89%</td> <td>91%</td> <td>93%</td> <td>95%</td> <td>96%</td> </tr> </tbody> </table> <p>Parent Opinion Survey:</p> <p>By 2020, the proportion of parents giving positive endorsement on the following factors in the PO Survey will be:</p> <ul style="list-style-type: none"> • High expectations for success 85% 		2017	2018	2019	2020	2021	Academic Emphasis	63%	67%	71%	74%	77%	Collective Efficacy	75%	77%	78%	79%	80%	Collective Responsibility	89%	91%	93%	95%	96%
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- Student motivation and support 75%

confidence and resiliency skills 85%

	2017	2018	2019	2020	2021
High Expectations for Success	83%	84%	85%	86%	87%
Student Motivation and Support	68%	70%	73%	75%	78%
Confidence and Resiliency	82%	84%	87%	89%	90%

-

Attitude to school survey:

By 2020, the Overall Primary % Positive for the following survey factors on the ATOSS will be:

- High expectations for success 97%
- Resilience 85%
- School connectedness 85%

- Sense of inclusion 90%

Atoss	2017	2018	2019	2020	2021
High Expectations for Success	95%	96%	97%	98%	99%
Resilience	77%	80%	83%	85%	88%
School Connectedness	72%	77%	82%	85%	88%
Sense of Inclusion	85%	87%	89%	90%	92%

Key Improvement Strategy 2.a
Building leadership teams

Develop a distributed leadership team.

Key Improvement Strategy 2.b
Building leadership teams

Set expectations and promote inclusion by fully implementing SWPBS.

Key Improvement Strategy 2.c
Building leadership teams

Empower students by strengthening their voice in the school.

Goal 3

To strengthen students' intellectual engagement and self-awareness.

Target 3.1

Attitude to school survey:

By 2020, the Overall Primary % Positive will be:

- Stimulated Learning 85%
- Learning Confidence 85%
- Self-Regulation and Goal Setting 90%
- Motivation and Interest 85%

	2017	2018	2019	2020	2021
Stimulated Learning	75%	78%	82%	85%	89%
Learning Confidence	79%	81%	83%	85%	88%
Self regulation & Goal Setting	85%	87%	88%	90%	92%
Motivation & Interest	79%	81%	83%	85%	88%

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By 2020, the percentage of parents giving positive endorsement of the following factors:

- Stimulating Learning Environment 75%
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By 2020, the school's mean number of days absent, for Prep–Year 6 combined, will be no more than the State mean.

Key Improvement Strategy 3.a
Intellectual engagement and self-awareness

Develop consistent evidence based classroom environments and teaching pedagogies which support students' learning independence.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																		
To improve student learning growth and achievement in Numeracy and Reading, but with a particular focus on Writing.	Yes	<p>NAPLAN:</p> <p>By 2020:</p> <ul style="list-style-type: none"> ○ The proportion of Year 3 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy: <ul style="list-style-type: none"> ○ Grammar and Punctuation: 75% ○ Reading: 75% ○ Spelling: 80% ○ Writing: 75% ○ Numeracy: 75% <table border="1" data-bbox="461 1270 1843 1390"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62%</td> <td>65%</td> <td>69%</td> <td>72%</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>57%</td> <td>61%</td> <td>65%</td> <td>70%</td> <td>75%</td> </tr> </tbody> </table>		2017	2018	2019	2020	2021	Reading	62%	65%	69%	72%	75%	Writing	57%	61%	65%	70%	75%	<p>All students will a minimum of 12 m growth.</p> <p>Year 3 The proportion of students achieving top two NAPLAN writing will increase Writing:72%</p> <p>Year 5 The proportion of 5students achieving top two NAPLAN writing will increase Writing:24%</p> <p>The proportion of achieving high or NAPLAN relative growth will be 88% writing with a part</p>
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-

success:84%
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Attitude to school
High expectations
success:96%
Resilience:80%
School
connectedness:7
Sense of inclusion

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To strengthen students' intellectual engagement

Yes

Attitude to school survey:

By 2020, the Overall Primary % Positive will be:

By 2019, the primary positive percentage attitude to school will be:

Stimulating learning

and self-awareness.

- Stimulated Learning 85%
- Learning Confidence 85%
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Parent Opinion Survey:

Learning Confidence
Self regulation & setting:89%
Motivation & interest

By 2019, the percentage of parents giving positive endorsement of the following factors will be:

Stimulating learning environment:70%
Student agency & voice:73%

By 2019 the school number of days a Prep-Year 6 child will be no more than the State mean.

By 2020, the percentage of parents giving positive endorsement of the following factors:

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Goal 1	To improve student learning growth and achievement in Numeracy and Reading, but with a particular focus on Writing.
12 Month Target 1.1	<p>All students will achieve a minimum of 12 months growth.</p> <p>Year 3 The proportion of Year 3 students achieving in the top two NAPLAN bands for writing will increase...</p> <p>Writing:72%</p>

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Establish an agreed instructional model and consistent approaches to the teaching and learning of writing P-6	Yes
KIS 2 Building practice excellence	Embed the agreed upon instructional model and consistent approaches to the teaching and learning in each of the domains of numeracy.	Yes
KIS 3 Building practice excellence	Strengthen professional learning through coaching, peer observation and feedback in relation to evidence based High Impact Teaching Strategies (HITS).	Yes
KIS 4 Building practice excellence	Continue to improve the data literacy of all staff through PLCs to strengthen the capacity of teams to undertake the monitoring of data to inform teaching and learning.	Yes

<p>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>	<p>A thorough self evaluation and rigorous whole school examination of data sets has formed these foci. These foci also align with the findings of the peer review in 2017 and the goals outlined in the SSP.</p>	
<p>Goal 2</p>	<p>To develop the school as a positive and supportive learning community.</p>	
<p>12 Month Target 2.1</p>	<p>By 2019 school mean score(Principal/Teacher)for the following components of the SS Survey, School Climate Module, will be at least:</p> <p>SSSurvey: Academic Emphasis:67% Collective Efficacy:77% Collective Responsibility:100%</p> <p>Parent Opinion Survey: High expectations for success:84% Student motivation & support:70% Confidence & Resiliency:85%</p> <p>Attitude to school survey: High expectations for success:96% Resilience:80% School connectedness:77% Sense of inclusion: 87%</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 1 Building leadership teams</p>	<p>Develop a distributed leadership team.</p>	<p>Yes</p>
<p>KIS 2</p>	<p>Set expectations and promote inclusion by fully implementing SWPBS.</p>	<p>Yes</p>

Building leadership teams		
KIS 3 Building leadership teams	Empower students by strengthening their voice in the school.	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.	A thorough self evaluation and rigorous whole school examination of data sets has formed these foci. These foci also align with the findings of the peer review in 2017 and the goals outlined in the SSP.	
Goal 3	To strengthen students' intellectual engagement and self-awareness.	
12 Month Target 3.1	<p>By 2019, the primary positive percentage in the attitude to school survey will be:</p> <p>Stimulating learning: 82% Learning Confidence:85% Self regulation & goal setting:89% Motivation & interest: 81%</p> <p>By 2019, the percentage of parents giving positive endorsement of the following factors will be:</p> <p>Stimulating learning environment:70% Student agency & voice:73%</p> <p>By 2019 he school's mean number of days absent, for Prep–Year 6 combined, will be no more than the State mean.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Develop consistent evidence based classroom environments and teaching pedagogies which support students' learning independence.	Yes

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Define Actions, Outcomes and Activities

Goal 1	To improve student learning growth and achievement in Numeracy and Reading, but with a particular focus on Writing.
12 Month Target 1.1	<p>All students will achieve a minimum of 12 months growth.</p> <p>Year 3 The proportion of Year 3 students achieving in the top two NAPLAN bands for writing will increase...</p> <p>Writing:72%</p> <p>Year 5 The proportion of Year 5students achieving in the top two NAPLAN bands for writing will increase...</p> <p>Writing:24%</p> <p>The proportion of students achieving high or medium NAPLAN relative learning growth will be 88% for writing with a particular focus on high growth data.</p> <p>The proportion of students achieving high or medium NAPLAN relative learning growth will be 80% for Numeracy with a particular focus on high growth data.</p> <p>The proportion of students achieving high or medium NAPLAN relative learning growth will be 80% for Reading with a particular focus on high growth data.</p>
KIS 1 Building practice excellence	Establish an agreed instructional model and consistent approaches to the teaching and learning of writing P-6
Actions	<p>Teachers will undertake research into evidence informed instructional models.</p> <p>Teachers will work collaboratively to develop an agreed upon instructional model in writing incorporating HITS.</p> <p>Teachers will undertake research into evidence informed Spelling pedagogies.</p>
Outcomes	<p>Teachers will...</p> <p>Explore, implement, document and embed an instructional model for writing and spelling.</p> <p>Leaders will...</p>

	Be presenting evidence informed instructional models and guiding the inquiry based process.			
Success Indicators	Documented and embedded instructional model for writing. The PLC to participate in professional dialogue and learning around Spelling pedagogies. Weekly planners and observations will demonstrate greater consistency of use of the instructional model in writing across the school. Reach the writing targets as stated for 2019			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Using spiral inquiry - Timperley Model - to explore evidence based models	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
As a PLC we will audit what is currently happening in the school	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$900.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a scope and sequence for Writing.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage in professional learning and dialogue.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional learning with a focus on writing.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Embed the agreed upon instructional model and consistent approaches to the teaching and learning in each of the domains of numeracy.			
Actions	<p>The Numeracy Lead will facilitate the unpacking of each component of the GANAG Instructional model.</p> <p>The Numeracy Lead and Learning Specialist will model effective use of the GANAG structure in classrooms for other teachers to observe.</p> <p>The Collaborative Team Leaders with the Numeracy Lead will develop documentation around the GANAG Instructional model incorporating HITS.</p> <p>Share the GANAG model with students.</p>			
Outcomes	<p>Teachers will understand what are the components of GANAG instructional model and where HITS correspond.</p> <p>Teachers will implement in their teaching of Numeracy the GANAG instructional model incorporating HITS.</p> <p>Students will understand the different components of the GANAG instructional model and how it supports their learning.</p>			
Success Indicators	<p>Reach the numeracy targets as stated for 2019 AIP targets.</p> <p>Evidence of the GANAG Model being used in planners and classroom observations.</p> <p>Teachers can discuss in Collaborative Learning Teams components of the GANAG model.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
The Numeracy Lead will facilitate the unpacking of each component of the GANAG Instructional model.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>The Numeracy Lead and Learning Specialist will model effective use of the GANAG structure in classrooms for other teachers to observe.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>The Collaborative Team Leaders with the Numeracy Lead will develop documentation around the GANAG Instructional model incorporating HITS. Use the research of the GANAG model to create a document that breaks down each of the elements and what that looks like.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Share the GANAG model with students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Student(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>KIS 3 Building practice excellence</p>	<p>Strengthen professional learning through coaching, peer observation and feedback in relation to evidence based High Impact Teaching Strategies (HITS).</p>			
<p>Actions</p>	<p>Continue with implementation of instructional rounds. Develop a consistent coaching model across the school. Teachers will self evaluate themselves against the HITS prior to observations. Teachers will participate in observations.</p>			
<p>Outcomes</p>	<p>Teachers understand and value peer observation and and instructional rounds for improvement of teacher practice. Teachers will seek and apply feedback to improve their practice.</p>			

Success Indicators	<p>Documented FPS Coaching model. Consistent coaching model throughout the school. Teachers to identify areas of improvement and teacher growth as evidence in their PDP. Teachers to record via feedback/self evaluation that they are improving in their knowledge and implementation of HITS. Improvement in teaching practice via feedback and self evaluation through instructional rounds and peer observations.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continue with implementation of instructional rounds. Timetable instructional rounds for 2019. Audit what is already happening with peer observations	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a consistent coaching model across the school. Document the FPS Coaching Model and documentation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$9,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers will self evaluate themselves against the HITS prior to observations. Self evaluation in Term 1 and 3 of the HITS	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will participate in observations. Informal peer observations Term 2 and 4 that are documented and recorded	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Building practice excellence	Continue to improve the data literacy of all staff through PLCs to strengthen the capacity of teams to undertake the monitoring of data to inform teaching and learning.			

Actions	<p>Audit and review assessment schedule.</p> <p>Collaborative Teams to discuss data on a regular basis through the FPS Learning Cycle.</p> <p>Use data walls to support identification of students with low growth or requiring interventions/extensions.</p> <p>Use data walls to track and target medium to high growth in Reading, Numeracy and Writing.</p> <p>The Leadership Team to engage in professional reading by Lyn Sharratt "Putting Faces on the Data"</p> <p>Use proficiency scales particularly in Writing to target the learning needs of all students as a response to their data.</p> <p>Moderation to be built into the Professional Learning Schedule.</p> <p>Improve consistency between NAPLAN and teacher judgement</p> <p>Track and monitor students identified in the top 2 bands of NAPLAN and to retain them at above expected level.</p> <p>Track and monitor students identified by equity data and to focus on response to intervention to improve learning growth.</p>			
Outcomes	<p>Teachers will understand the purpose of and use a Proficiency Scale to support their teaching and student learning.</p> <p>Teachers will understand that data tracking and the data wall will support their knowledge of student growth.</p> <p>Teachers will understand the strength of data and how it can support their differentiated teaching practice.</p> <p>Teachers will develop and grow their knowledge of Writing via the Professional Learning as identified as a component of the FPS Learning Cycle.</p>			
Success Indicators	<p>Teachers will create proficiency scales</p> <p>Teachers will use the data on the data wall to inform their planning and identify response to intervention/extension.</p> <p>Teachers will engage in ongoing moderation of student work samples.</p> <p>Teachers will identify targets, strategies and goals for cohorts in their PDPs.</p> <p>Evidence of response to intervention will be in teaching planners.</p> <p>Increase growth data for students in P-6 in Numeracy, Reading and Writing.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Audit and review assessment schedule.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$9,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Collaborative Teams to discuss data on a regular basis through the FPS Learning Cycle.	<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
Use data walls to support identification of students with low growth or requiring interventions/extensions.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The Leadership Team to engage in professional reading by Lyn Sharratt "Putting Faces on the Data"	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Use proficiency scales particularly in Writing to target the learning needs of all students as a response to their data.	<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
Moderation to be built into the Professional Learning Schedule.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Track and monitor students identified in the top 2 bands of NAPLAN and to retain them at above expected level.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Track and monitor students identified by equity data and to focus on response to intervention to improve learning growth.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To develop the school as a positive and supportive learning community.			
12 Month Target 2.1	By 2019 school mean score(Principal/Teacher)for the following components of the SS Survey, School Climate Module, will be at least: SSSurvey: Academic Emphasis:67% Collective Efficacy:77% Collective Responsibility:100% Parent Opinion Survey: High expectations for success:84% Student motivation & support:70% Confidence & Resiliency:85% Attitude to school survey: High expectations for success:96% Resilience:80% School connectedness:77% Sense of inclusion: 87%			
KIS 1 Building leadership teams	Develop a distributed leadership team.			
Actions	Identify aspirant leaders both teachers and students. Mentoring program to support teachers and aspirant leaders Specialist team leader to be identified and appointed. Offer a variety of leadership opportunities to both students and staff. Wellbeing Leader to be appointed. Develop clear Roles and Responsibilities for all Leadership.			

	Professional development for leadership.eg. McREL Balanced Leadership, Bastow Inspire, PLC, Timperley Spiral of Inquiry			
Outcomes	<p>Specialist team leader to become a part of the Collaborative Team Leader's team. Clear Roles and Responsibilities will build teacher understanding of Leadership roles. Teachers will understand that Mentoring can support and develop new and returning staff. Teachers will understand the importance of distributed leadership in driving ongoing school improvement. All staff will understand the responsibilities and their roles and how this supports the development of high performing teams.</p>			
Success Indicators	<p>Staff and students will understand their roles and responsibilities. A Mentoring program and coordinator to be established. A Specialist Team Leader will become a part of the Collaborative Team Leaders and will lead the Specialist CLT. Ongoing professional learning with a focus on leadership to support staff and students at point of need. Wellbeing leaders to support students and staff wellbeing and identifying areas for improvement. PDPs to reflect leadership skill building. Student Representative Council meets regularly. Students to continue to be a part of the FPS School Council. Halycon leadership conference for students. Data in the School Staff Survey to show improvement.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Mentoring program to support teachers and aspirant leaders	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Wellbeing Leader and Specialist Team Leader to be appointed.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Develop clear Roles and Responsibilities for all Leadership.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional development for leadership.eg. McREL Balanced Leadership, Bastow Inspire, PLC, Timperley Spiral of Inquiry Share roles and responsibilities with PLC	<input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building leadership teams	Set expectations and promote inclusion by fully implementing SWPBS.			
Actions	Establishment of a collaborative SWPB team. Identify and develop processes and initiatives to create a safe and orderly environment for all. Using the information from the Tiered Fidelity Inventory, the SWPB team will continue to implement processes. Deliver the SAS survey with staff and students to gauge understanding of SWPBS structures Student input into positive reinforcements. Consistent implementation of the FPS behaviour Flow Chart.			
Outcomes	Staff, students and community will understand what constitutes a safe and orderly learning environment. Staff, students and community will understand the processes that support a safe and orderly learning environment. Staff, students and community will understand the philosophy behind SWPB.			
Success Indicators	Consistent implementation by staff of processes to support SWPB. Established roles and responsibilities of staff to support structures and actions that will support student and staff wellbeing and a safe and orderly environment. Teams work collaboratively to identify and address issues regarding student and staff wellbeing. Community forums and information to parents/carers to identify strategies to improve student wellbeing. Improvement in data from ATOSS, POS and School Staff surveys. Collaborative Learning Team meetings will regularly discuss SWPB and wellbeing needs. Accomplishments of students and staff will be acknowledged and celebrated.			

	Processes from the SWPB team will be implemented across the school to support a safe and orderly learning environment. Consistent implementation of the FPS behaviour Flow Chart.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Identify and develop processes and initiatives to create a safe and orderly environment for all including a consistent implementation of the FPS behaviour Flow Chart and the creation of a debrief model.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establishment of a collaborative SWPB team	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ongoing professional learning inclusive of Anthony Sabatino and David Vinnegrad about behaviour management (Term 2 Curriculum Day and follow up staff meetings)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Using the information from the Tiered Fidelity Inventory, the SWPB team will continue to implement processes. Deliver the SAS survey with staff and students to gauge understanding of SWPBS structures	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Student input into positive reinforcements.	<input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To strengthen students' intellectual engagement and self-awareness.
12 Month Target 3.1	<p>By 2019, the primary positive percentage in the attitude to school survey will be:</p> <p>Stimulating learning: 82% Learning Confidence:85% Self regulation & goal setting:89% Motivation & interest: 81%</p> <p>By 2019, the percentage of parents giving positive endorsement of the following factors will be:</p> <p>Stimulating learning environment:70% Student agency & voice:73%</p> <p>By 2019 the school's mean number of days absent, for Prep–Year 6 combined, will be no more than the State mean.</p>
KIS 1 Intellectual engagement and self-awareness	Develop consistent evidence based classroom environments and teaching pedagogies which support students' learning independence.
Actions	<p>Implement the Amplify project to build teacher understanding of HITS-Metacognition and student understanding of how they think about their learning.</p> <p>Professional learning with Amplify.</p> <p>Track the progress of the Amplify prototype and set targets for the Amplify team and the sharing of the Amplify project with all FPS teachers.</p> <p>Ongoing Professional learning around Metacognition.</p> <p>Learning Specialist, Numeracy and literacy Leads plus key leads as identified through Instructional Rounds to model use of metacognitive strategies in teaching and learning.</p>
Outcomes	<p>Teachers will develop an understanding of the difference and importance of student voice and agency and how this can be used to empower student learning independence.</p> <p>Teachers and students will understand how proficiency scales support planning, goal setting and differentiated teaching and learning.</p>

	<p>Students will understand how proficiency scales support their ability to build their learning skills and set goals for their learning. Students, community and teachers will understand that 3 way conferences support the articulation and celebration of goal setting and setting of future goals.</p> <p>FPS teachers will trial the Amplify prototype with students and engage in reflection of the prototype with students as an integrated partner in the process.</p>			
<p>Success Indicators</p>	<p>Timeline and goals to be set out and followed in the Amplify project.</p> <p>The Amplify prototype will be shared and implemented, trialled and refined by all teachers and students.</p> <p>Teachers, students and parents will build their understanding of the importance of student voice and agency in learning.</p> <p>Students will participate in student-parent-teacher conferences where they will have the opportunity to articulate their learning goals, what they have achieved and what they will need to do to achieve their goals.</p> <p>Students will apply a variety of strategies to assist them in working towards their goals.</p> <p>Teachers will explicitly teach and model the use of metacognitive strategies to support students with their learning.</p> <p>Teachers will document and implement the first 20 days of learning and seek feedback from students about the first 20 days of learning.</p> <p>FPS will hold a "Welcome BBQ and Meet the teacher" evening where students can outline what helps them learn in their new learning environment/classroom.</p> <p>Teachers and students will build their capacity in supporting students with school wide positive behaviours.</p> <p>Students, teachers and parents/carers use the vocabulary in the Zones of Regulation to support conversations about being ready to learn.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Implement the Amplify project with timeline and goals to build teacher understanding of HITS-Metacognition and student understanding of how they think about their learning.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>Students, parents and community will understand how proficiency scales and 3 way conferences support the articulation and celebration of goal setting and setting of future goals via ongoing communication and supports eg. "Welcome BBQ and Meet the teacher" evening where students can outline what helps them learn in their new learning environment/classroom, using the vocabulary in the Zones of Regulation to support conversations about being ready to learn.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Ongoing professional learning via Professional learning including... Learning Specialist, Numeracy and literacy Leads plus key leads as identified through Instructional Rounds to model use of metacognitive strategies in teaching and learning.</p> <p>Students, teachers and parents/carers use the vocabulary in the Zones of Regulation to support conversations about being ready to learn.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$43,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$43,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Using spiral inquiry - Timperley Model - to explore evidence based models	from: Term 1 to: Term 4		\$3,000.00	
As a PLC we will audit what is currently happening in the school	from: Term 1 to: Term 4		\$900.00	
Develop a scope and sequence for Writing.	from: Term 1 to: Term 4		\$1,600.00	
Engage in professional learning and dialogue.	from: Term 1 to: Term 4		\$9,000.00	

Professional learning with a focus on writing.	from: Term 1 to: Term 4		\$3,000.00	
Develop a consistent coaching model across the school. Document the FPS Coaching Model and documentation	from: Term 1 to: Term 2		\$9,000.00	
Audit and review assessment schedule.	from: Term 1 to: Term 1		\$9,000.00	
The Leadership Team to engage in professional reading by Lyn Sharratt "Putting Faces on the Data"	from: Term 1 to: Term 4		\$500.00	
Professional development for leadership.eg. McREL Balanced Leadership, Bastow Inspire, PLC, Timperley Spiral of Inquiry Share roles and responsibilities with PLC	from: Term 1 to: Term 3		\$7,000.00	
Totals			\$43,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	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
Using spiral inquiry - Timperley Model - to explore evidence based models	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Education Improvement Leader	<input checked="" type="checkbox"/> On-site
As a PLC we will audit what is currently happening in the school	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources EIL	<input checked="" type="checkbox"/> On-site
Develop a scope and sequence for Writing.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site TBA

	<input checked="" type="checkbox"/> Literacy Leader	to: Term 4		Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <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"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources work with Communities of Practice-Moonee Valley Network. Plus Flemington Education Professional Learning Community Debney Meadows PS and Mount Alexander College	
Engage in professional learning and dialogue.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy 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"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Professional learning with a focus on writing.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Misty Adoniou Leonie Dodds Mary McQuilten	<input checked="" type="checkbox"/> On-site
The Numeracy Lead will facilitate the unpacking of each component of the GANAG Instructional model.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
The Numeracy Lead and Learning Specialist will model effective use of the GANAG structure in classrooms for other teachers to observe.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	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"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

<p>The Collaborative Team Leaders with the Numeracy Lead will develop documentation around the GANAG Instructional model incorporating HITS. Use the research of the GANAG model to create a document that breaks down each of the elements and what that looks like.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Share the GANAG model with students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Student(s) 	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Continue with implementation of instructional rounds. Timetable instructional rounds for 2019. Audit what is already happening with peer observations</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Develop a consistent coaching model across the school. Document the FPS Coaching Model and documentation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation	<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"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Teachers will self evaluate themselves against the HITS prior to observations. Self evaluation in Term 1 and 3 of the HITS	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Teachers will participate in observations. Informal peer observations Term 2 and 4 that are documented and recorded	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Individualised 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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Audit and review assessment schedule.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<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"/> Departmental resources work with Communities of Practice and	<input checked="" type="checkbox"/> Off-site At a local venue.ie Kensington Town Hall or other school location TBA

					Flemington Education Professional Learning Community- Debney Meadows PS and Mount Alexander College	
Collaborative Teams to discuss data on a regular basis through the FPS Learning Cycle.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Departmental resources EIL	<input checked="" type="checkbox"/> On-site
Use data walls to support identification of students with low growth or requiring interventions/extensions.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Departmental resources EIL	<input checked="" type="checkbox"/> On-site
The Leadership Team to engage in professional reading by Lyn Sharratt "Putting Faces on the Data"	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site This will be onsite and off site if relevant professional

	<input checked="" type="checkbox"/> PLT Leaders		<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Departmental resources EIL	learning/development opportunities can be sourced. Visits to other schools to research what other schools are doing.
Use proficiency scales particularly in Writing to target the learning needs of all students as a response to their data.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Moderation to be built into the Professional Learning Schedule.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Departmental resources work with Moonee Valley Network-Communities of Practice and Flemington Education Professional Learning Community- Debney Meadows PS and	<input checked="" type="checkbox"/> Off-site At a local venue.ie Kensington Town Hall or other school location TBA

					Mount Alexander College	
Track and monitor students identified in the top 2 bands of NAPLAN and to retain them at above expected level.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> 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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources EIL	<input checked="" type="checkbox"/> On-site
Track and monitor students identified by equity data and to focus on response to intervention to improve learning growth.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	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"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Departmental resources EIL	<input checked="" type="checkbox"/> On-site
Mentoring program to support teachers and aspirant leaders	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site

Wellbeing Leader and Specialist Team Leader to be appointed.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop clear Roles and Responsibilities for all Leadership.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional development for leadership.eg. McREL Balanced Leadership, Bastow Inspire, PLC, Timperley Spiral of Inquiry Share roles and responsibilities with PLC	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants McREL Balanced Leadership, Bastow Inspire, PLC, Timperley Spiral of Inquiry	<input checked="" type="checkbox"/> Off-site depending upon location of Professional Learning.
Identify and develop processes and initiatives to create a safe and orderly environment for all including a consistent implementation of the FPS behaviour Flow Chart and the creation of a debrief model.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

					Anthony Sabatino DET SWPB Consultant	
Establishment of a collaborative SWPB team	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Anthony Sabatino DET SWPB Consultant	<input checked="" type="checkbox"/> On-site
Ongoing professional learning inclusive of Anthony Sabatino and David Vinnegrad about behaviour management (Term 2 Curriculum Day and follow up staff meetings)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants Anthony Sabatino DET SWPB Consultant and David Vinograd	<input checked="" type="checkbox"/> On-site
Using the information from the Tiered Fidelity Inventory, the SWPB team will continue to implement processes. Deliver the SAS survey with staff and students to gauge understanding of SWPBS structures	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Anthony Sabatino DET SWPB Consultant	<input checked="" type="checkbox"/> On-site
Student input into positive reinforcements.	<input checked="" type="checkbox"/> Student(s)	from: Term 1	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

		to: Term 2		Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Anthony Sabatino DET SWPB Consultant	
Implement the Amplify project with timeline and goals to build teacher understanding of HITS-Metacognition and student understanding of how they think about their learning.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources DET Amplify Team	<input checked="" type="checkbox"/> On-site
Students, parents and community will understand how proficiency scales and 3 way conferences support the articulation and celebration of goal setting and setting of future goals via ongoing communication and supports eg. "Welcome BBQ and Meet the teacher" evening where students can outline what helps them learn in their new learning environment/classroom,	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 2	<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

<p>using the vocabulary in the Zones of Regulation to support conversations about being ready to learn.</p>						
<p>Ongoing professional learning via Professional learning including...</p> <p>Learning Specialist, Numeracy and literacy Leads plus key leads as identified through Instructional Rounds to model use of metacognitive strategies in teaching and learning.</p> <p>Students, teachers and parents/carers use the vocabulary in the Zones of Regulation to support conversations about being ready to learn.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Bastow