

2021 Annual Implementation Plan

for improving student outcomes

Grahamvale Primary School (3696)



Submitted for review by Simone Higgins (School Principal) on 16 December, 2020 at 12:34 PM
Endorsed by Marian Lawless (Senior Education Improvement Leader) on 25 January, 2021 at 10:04 AM
Endorsed by Paula Muir (School Council President) on 03 February, 2021 at 07:35 AM

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	<p>2020 has been a challenging year however as a school we have continued to remain focussed and true to ensure we provided a quality education for all students.</p> <p>As a school we have continued to reflect on and refine our practices. This was particularly evident as we transitioned back into remote learning 2.0. with our students in Years 3-6 accessing online classes each day.</p> <p>As a school we have continued to implement the agreed reading and writing instructional models and with the focus around student agency, we have continued to build upon the work around developing 'I can' statements in the area of writing. Staff have been able to participate in high quality professional learning with Lyn Sharratt and Dylan William that has then transpired into classrooms and across the whole school.</p> <p>Teaching has become increasingly targeted and the professional learning to staff continues to become increasingly more tailored and transferred into the classroom.</p> <p>PLC training was postponed and this has now been commenced. This will further strengthen the work being done and support us in continuing to move forward. This work will further strengthen and develop PLC's across the school next year and moving forward.</p> <p>Communities of Practice have been a strong focus for our Network and at the beginning of the year we were able to host</p>
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	<p>two visits from colleagues who were able to provide feedback and wonderings on the work being implemented. Ongoing Principal meetings with a focus on formative assessment have also supported the work and direction we are moving in. We continue to have a focus on high expectations and this was also evident in the feedback received from the school based attitudes to school survey that was developed and completed by students in years 3-6. During remote learning we did not sway away from this and we worked hard to ensure the students, families and entire school community remained connected.</p>
<p>Considerations for 2021</p>	<p>One of the key focus areas for 2021 will be to build on and further strengthen the teams across the school. The work of the PLC training will also support this – to continue to build on and increase teacher collaboration and trust. The focus in 2021 will continue to be around literacy and numeracy and ensuring that the teaching and learning is targeted to meet the individual needs of all students. The agreed instructional models will continue to be implemented with student agency also continuing to be a key focus.</p> <p>Professional learning will continue to be targeted and aligned to the school’s key focus areas. Data will be a pivotal part in this process and changing the mind set of what data is/isn’t and how this transpires into the teaching and learning. Our 5 week planning cycle will also be strengthened with an agreed ‘agenda’ for planning to support staff leading this – this will also reflect on what leaders, teachers and students will be doing and the actions that will be demonstrated and visible to evidence if we have been successful or not.</p> <p>Learning Walks will be a key role in this and as a school we need to work on ALL staff participating in Learning Walks and not simply the members of the S.I.T. This will again be built into staff P&D plans.</p> <p>A key part in the work to be done will be the placement of teachers across the school. Also to ensure that as a leadership and S.I.T we ensure that ALL staff members know and understand that they all have an equal stake in the collective responsibility in our professional learning community to improve student outcomes.</p> <p>We need to start the narrative of all staff knowing their role that they play in student improvement, and stop staff believing that they aren’t a change agent in the process. We need to keep the momentum going and the focus ‘small’ so we don’t lose sight of the good work and foundations that have already been laid.</p>
<p>Documents that support this plan</p>	<p>2020 Annual Implementation Plan Summary.docx (0.21 MB) 2020 Annual Implementation Plan Update.docx (0.21 MB) 2020 GPS Attitudes to School Survey Summary.docx (0.01 MB) Beliefs and Actions - Reader’s Workshop Model - Oct 2019.pdf (0.57 MB) GPS Mission.docx (0.17 MB) Grahamvale Primary School Student Survey.docx (0.01 MB) Learning walks - Feedback 20-02.docx (0.1 MB) Learning walks - Feedback 29-10.docx (0.21 MB) Planning Practices.docx (0.09 MB)</p>

Professional Practice Note refelction.docx (0.07 MB)
Teaching and Learning Action Plan T4 Weeks 1-5.docx (0.08 MB)
Teaching and Learning Action Plan Weeks 1 - 5 Term 4 (1).docx (0.32 MB)
Teaching and Learning Action Plan Weeks 1 - 5 Term 4.docx (0.32 MB)
Teaching and Learning Action Plan Weeks 1-5 T2.docx (0.13 MB)
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v22020AIP_COVID19MonitoringTemplate_FINAL.docx (0.08 MB)

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Improve literacy and numeracy learning growth and outcomes for all students.
Target 2.1	<p>By 2022 increase the percentage of students achieving relative high growth on NAPLAN from Years 3 to 5 to at least 30%:</p> <ul style="list-style-type: none"> ● Reading from 13% (2018) to 30% (Nb. High growth in 2017 was 21%) ● Writing from 23% (2018) to 30% ● Numeracy from 23% (2018) to 30%
Target 2.2	<p>By 2022 decrease the percentage of students achieving relative low growth on NAPLAN to 20% or lower:</p> <ul style="list-style-type: none"> ● Year 3 -5 <ul style="list-style-type: none"> ○ Reading from 38% (2018) to 20% ○ Writing from 30% (2018) to 20%

	<ul style="list-style-type: none"> ○ Numeracy from 25% (2018) to 20% ● Year 5-7 ○ Reading from 28% (2018) to 20% ○ Writing from 39% (2018) to 20% ○ Numeracy from 47% (2018) to 20% 						
<p>Target 2.3</p>	<p>By 2022 increase the percentage of students achieving outcomes in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> ● 1.3.1 Year 3 <ul style="list-style-type: none"> ○ Reading from 62% (2018) to 70% ○ Writing from 46% (2018) to 50% ○ Numeracy from 44% (2018) to 50% ● 1.3.2 Year 5 <ul style="list-style-type: none"> ○ Reading from 31% (2018) to 48% (Nb 2017 was 44%) ○ Writing from 6% (2018) to 20% ○ Numeracy from 33% to 40% 						
<p>Target 2.4</p>	<p>By 2022 increase the percentage of students achieving above expected at each year level for reading and viewing to 50% or greater, writing to 40% or greater and number and algebra to 40% or greater.</p> <p>Benchmarks in 2018:</p> <p>Reading and viewing</p> <table border="1" data-bbox="667 1294 1424 1377"> <thead> <tr> <th></th> <th>Benchmark 2018</th> <th>Target 2022</th> </tr> </thead> <tbody> <tr> <td>Foundation</td> <td>35%</td> <td>50%</td> </tr> </tbody> </table>		Benchmark 2018	Target 2022	Foundation	35%	50%
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Year 1	22%
Year 2	30%
Year 3	25%
Year 4	43%
Year 5	11%
Year 6	23%

Number and algebra

	Benchmark 2018	Target 2022
Foundation	30%	40%
Year 1	22%	
Year 2	36%	
Year 3	25%	
Year 4	45%	
Year 5	34%	
Year 6	33%	

Writing

	Benchmark 2018	Target 2022
Foundation	35%	50%
Year 1	22%	
Year 2	30%	
Year 3	25%	
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Key Improvement Strategy 2.a Building practice excellence	Build collaborative professional learning communities (PLCs) to drive improved whole-school agreed teaching and learning to meet the needs of all learners.
Key Improvement Strategy 2.b Curriculum planning and assessment	Implement and embed the Department's literacy and numeracy strategies within an agreed curriculum plan
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build teacher capability to collect data, analyse and evaluate student learning growth over time.
Key Improvement Strategy 2.d Evaluating impact on learning	Deepen teacher and leaders' knowledge and practice excellence through targeted professional learning and feedback cycles.
Goal 3	Empower students to be confident, self-regulated learners actively engaged in their learning and community.
Target 3.1	<p>By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks to 92%</p> <ul style="list-style-type: none"> • Student voice and agency from 80% to 90% • Self-regulation and goal setting from 90% to 92% • Motivation and interest from 89% to 92%
Target 3.2	<p>By 2022 improve the percentage of positive responses on the School Staff Survey (School Climate module) from the 2018 benchmarks to 85%</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 57% (2018) to 85%

	<ul style="list-style-type: none"> • Collective responsibility from 64% (2018) to 85%
Target 3.3	By 2022 reduce the average days absent per student F-6 from 14.7 days to 12.00 days or less.
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher capability to enable co-designed opportunities for students to exercise authentic agency in their own learning.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Provide a stimulating learning environment where students are active learners who collaborate, explore and connect to real life contexts.
Key Improvement Strategy 3.c Empowering students and building school pride	Build and enhance practices to empower students as leaders.
Goal 4	Build high expectations for students in an inclusive school community.
Target 4.1	<p>By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Sense of inclusion from 88% (2018) to 92% • Respect for diversity from 84% (2018) to 92% • Teacher concern from 75% (2018) to 92% • High expectations for success from 95% (2018) to 96%

Target 4.2	<p>By 2022 improve the percentage of positive responses on the School Staff Survey (School Climate module) from the 2018 benchmarks to 80%</p> <ul style="list-style-type: none"> • Teacher collaboration from 33% (2018) to 80% • Staff trust in colleagues 17%(2018) to 80%
Target 4.3	<p>By 2022 improve the percentage of positive responses on the Parent Opinion Survey from the 2018 benchmarks to 90% or greater.</p> <ul style="list-style-type: none"> • Teacher communication from 80% (2018) to 90% • Parent participation and involvement from 87% (2018) to 90% • Respect for diversity from 89% (2018) to 90% • High expectations for success from 90% (2018) to greater than 90%
Key Improvement Strategy 4.a Vision, values and culture	Develop and embed the school's vision and values across the school community.
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Build high expectations for learning and teaching in partnership with parents/carers.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target															
			The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.															
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Students to participate in the Bluearth program each week. 85% of students to be at or above level for PE. All students who are in the tutor program to achieve 12 months of learning. All class teachers will have feedback from all parents at least once per term using the SeeSaw app.															
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Reading and viewing

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Benchmark Targets for 2021: (Above expected level)

Number & Algebra:

Foundation: 40%

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Year 6: 30%

Benchmark Targets for 2021: (Above expected level)

Writing:

Foundation: 40%

Year 1: 35%

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		Year 6	23%	
Empower students to be confident, self-regulated learners actively engaged in their learning and community.	Yes	By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks to 92%		
		<ul style="list-style-type: none"> • Student voice and agency from 80% to 90% • Self-regulation and goal setting from 90% to 92% • Motivation and interest from 89% to 92% 		
		By 2022 improve the percentage of positive responses on the School Staff Survey (School Climate module) from the 2018 benchmarks to 85%		
		By 2022 reduce the average days absent per student F-6 from 14.7 days to 12.00 days or less.		

2021 Targets for Attitudes to School Survey Factors: (Overall % scores for students from Years 4-6)

2019

Data	2021 Target
Student Voice and Agency:	
66%	85%
Self-Regulation and Goal Setting:	
83%	90%
Motivation & Interest:	
76%	90%

* In 2020 the school did their own Attitudes to School Survey for students in Years 3-6 with questions based on the Department's survey.

2021 Targets for School Staff Survey

2020

Data	2021 Target
Guaranteed & Viable Curriculum:	
69.17%	80%
Collective Responsibility:	
80.98%	85%

For ALL students in Foundation - Year 6 to have 12 days or less of approved absences.

			Note: Due to COVID-19, students are no longer permitted to attend school if they are unwell. This target will be tracked carefully throughout the year to ensure that all absences are coded correctly.
Build high expectations for students in an inclusive school community.	No	<p>By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Sense of inclusion from 88% (2018) to 92% • Respect for diversity from 84% (2018) to 92% • Teacher concern from 75% (2018) to 92% • High expectations for success from 95% (2018) to 96% 	
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Goal 1	2021 Priorities Goal	
12 Month Target 1.1	Students to participate in the Bluearth program each week. 85% of students to be at or above level for PE. All students who are in the tutor program to achieve 12 months of learning. All class teachers will have feedback from all parents at least once per term using the SeeSaw app.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	Improve literacy and numeracy learning growth and outcomes for all students.	
12 Month Target 2.1	2021 Targets for Years 3-5 Relative HIGH Growth – NAPLAN data	
	2019 Data	2021 Target
	Reading	21% 25%

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	<p>Benchmark Targets for 2021: (Above expected level)</p> <p>Number & Algebra:</p> <p>Foundation: 40%</p> <p>Year 1: 35%</p> <p>Year 2: 30%</p> <p>Year 3: 35%</p> <p>Year 4: 35%</p> <p>Year 5: 40%</p> <p>Year 6: 30%</p> <p>Benchmark Targets for 2021: (Above expected level)</p> <p>Writing:</p> <p>Foundation: 40%</p> <p>Year 1: 35%</p> <p>Year 2: 35%</p> <p>Year 3: 35%</p> <p>Year 4: 30%</p> <p>Year 5: 30%</p> <p>Year 6: 30%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build collaborative professional learning communities (PLCs) to drive improved whole-school agreed teaching and learning to meet the needs of all learners.	Yes
KIS 2 Curriculum planning and assessment	Implement and embed the Department's literacy and numeracy strategies within an agreed curriculum plan	No
KIS 3 Evidence-based high-impact teaching strategies	Build teacher capability to collect data, analyse and evaluate student learning growth over time.	Yes
KIS 4 Evaluating impact on learning	Deepen teacher and leaders' knowledge and practice excellence through targeted professional learning and feedback cycles.	No

<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>Our focus in 2021 is to ensure all staff have the belief of the following: Together we have an equal stake in our collective responsibility to ensure we are working together to improve student outcomes.</p> <p>The school was finally able to commence its PLC training in Term 4, 2020. This will continue into Term One next year. This work will further support and build on leadership structure across the school. PLC's will be used to support teachers in being able to implement the agreed instructional models. Grahamvale has had a history of staff trust, collaboration and collective efficacy being low. This is an area that we are working to build - to develop the capacity of our middle level leadership to support the development of staff across the school and to collectively drive our school improvement journey.</p> <p>Formative assessments and the use of this data will continue to build on student agency across the school. This has been a focus and as a whole staff we have been working on developing 'I can' statements for the different writing genres.</p> <p>Data Literacy is an area that we need to develop across the school. We have good results at Grahamvale however it is learning growth over time that lets us down. In 2021 our focus is going to be working with staff to improve their ability and confidence in being able to read and interpret the data and to use this to inform their teaching and learning.</p> <p>We have an established 5 week planning cycle in place however after reflection we are going to provide a model for teams to use in this cycle to allow for robust and challenging conversations and to work collaboratively to ensure the learning needs of all students are being met. Moderation tasks and discussions around the data will become more prevalent. Established data walls will be used to track student growth and all students will have learning goals.</p>												
<p>Goal 3</p>	<p>Empower students to be confident, self-regulated learners actively engaged in their learning and community.</p>												
<p>12 Month Target 3.1</p>	<p>2021 Targets for Attitudes to School Survey Factors: (Overall % scores for students from Years 4-6)</p> <table border="1" data-bbox="611 847 1384 975"> <thead> <tr> <th></th> <th>2019 Data</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Student Voice and Agency:</td> <td>66%</td> <td>85%</td> </tr> <tr> <td>Self-Regulation and Goal Setting:</td> <td>83%</td> <td>90%</td> </tr> <tr> <td>Motivation & Interest:</td> <td>76%</td> <td>90%</td> </tr> </tbody> </table> <p>* In 2020 the school did their own Attitudes to School Survey for students in Years 3-6 with questions based on the Department's survey.</p>		2019 Data	2021 Target	Student Voice and Agency:	66%	85%	Self-Regulation and Goal Setting:	83%	90%	Motivation & Interest:	76%	90%
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Guaranteed & Viable Curriculum:	69.17%	80%											
Collective Responsibility:	80.98%	85%											
<p>12 Month Target 3.3</p>	<p>For ALL students in Foundation - Year 6 to have 12 days or less of approved absences.</p>												

	Note: Due to COVID-19, students are no longer permitted to attend school if they are unwell. This target will be tracked carefully throughout the year to ensure that all absences are coded correctly.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build teacher capability to enable co-designed opportunities for students to exercise authentic agency in their own learning.	Yes
KIS 2 Intellectual engagement and self-awareness	Provide a stimulating learning environment where students are active learners who collaborate, explore and connect to real life contexts.	No
KIS 3 Empowering students and building school pride	Build and enhance practices to empower students as leaders.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The staff and students have been on a journey with a focus around student agency – student knowing what they are learning and why. As a school we have focused on the area of writing, and established ‘I can...’ statements to support this work. Staff conducted visits to schools prior to COVID-19 and it is our aim to continue visiting other schools to continue to grow in this area.</p> <p>The focus of the Learning Walks based around the Lyn Sharratt model and asking students the 5 key questions has also supported this.</p> <p>As part of the agreed instructional models that are embedded, students are asked about their learning during 1:1 conferences and are asked to discuss their learning goal and to provide feedback on how they believe they are going.</p> <p>As a school we are wanting to further develop this across the whole school. To ensure that learning goals are visible and timely. To also include ‘bump it up’ walls and how this looks for the different year levels.</p> <p>Students will continue to use their Reader’s and Writer’s Notebooks in 2021 to record their ideas and their thinking.</p> <p>In 2020 the following data was received from the school’s attitudes to school survey that was conducted with all students in Years 3-6. 85% shared that they know what their learning goals are, 95% stated they know what they are learning about and 89% hold the belief that they know what to do to improve their learning. This data was pleasing and provided good feedback to staff based around the focus of the work being done.</p> <p>Our SSP goals around this area are for student voice and agency to increase from 80% to 90% and the area of self-regulation and goal setting from 90% to 92%. We are well on the way to achieving this target.</p>	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Students to participate in the Bluearth program each week. 85% of students to be at or above level for PE. All students who are in the tutor program to achieve 12 months of learning. All class teachers will have feedback from all parents at least once per term using the SeeSaw app.</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Leaders will: Work with the Intervention Team and Tutors to analyse and use data to form groups of students to be a part of the catch up and extension program Develop and implement an assessment plan to identify students Identify where these students are in their learning & monitor growth Develop viable support strategies that will best meet their learning needs Plan to effectively utilise all initiative funding Provide PL on targeted teaching in small groups Identify success indicators Modify role descriptions to incorporate this initiative</p> <p>Intervention Teachers/Tutors will: Work with small groups and target the identified gaps in the learning Pre and post-test students to measure learning growth Plan targeted teaching and learning activities to meet the learning needs of the identified learners Meet with the Leadership Team regularly Write and implement targeted IEP's with short term learning goals and share these with the student's families Confer with students to develop personal goals Provide comments for student reports</p> <p>Classroom Teachers will: Support the work being done and provide ongoing targeted teaching and learning opportunities in the classroom Build students' self-awareness and metacognitive skills</p>

	<p>Students will: Be able to articulate personal goals Be able to articulate success criteria discuss learning strategies identified by conferring</p>
<p>Outcomes</p>	<p>Nominated or relevant teachers and leaders will establish intervention/small group tutoring</p> <p>Students in need of targeted academic support or intervention will be identified and supported Students and teachers will have more time to work on content at the students point of need Students will know what their next steps are to progress their learning Students will know how lessons are structured and how this supports their learning Students will experience success and celebrate the acquisition of knowledge</p> <p>Teachers will develop an understanding of curriculum essentials to ensure mastery Teachers will consistently implement the agreed assessment schedule Teachers and leaders will regularly update data walls Teacher will provide regular feedback and monitor student progress using data walls Teachers will provide students with the opportunity to work at their level using differentiated resources Teachers will confidently and accurately identify student learning needs of their students</p> <p>Teachers will use HITS to plan lessons and units Teachers will consistently and explicitly implement the school's instructional model Teachers and support staff will have a consistent understanding of core-curriculum priority areas</p> <p>PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</p>
<p>Success Indicators</p>	<p>At a school level: Teachers' formative assessment data and teacher judgement data Teacher records and observations of student progress Classroom observations and learning walks demonstrating take up of professional learning strategies Student feedback on differentiation, the instructional model, and use of common strategies</p> <p>At a classroom level: Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Data walls indicating clearly student progress</p>

	Differentiated curriculum documents and evidence of student learning at different levels At an individual level: Data used to identify students for tailored supports Differentiated resources used in tailored supports Assessment data and student surveys from intervention groups Appointment/staffing of programs Progress against Individual Education Plans			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule times for individual and tailored support to occur.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish criteria for identifying students requiring individual and tailored support.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <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
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,500.00

	<input checked="" type="checkbox"/> Teaching Partners (DSSI)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Establish a whole school approach to social-emotional learning or belonging and engagement - raising the profile of the Bluearth program across the entire school.</p> <p>Establish and embed routines and prioritise time in the school day/week to participate in Bluearth activities as a class - cohort.</p>			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> Ensure that teachers are scheduling a weekly Bluearth session into their timetable Provide PL opportunities for staff to revisit the Bluearth strategies/language Share resources with families <p>Teachers will:</p> <ul style="list-style-type: none"> Use the Bluearth language in the classroom Have all anchor charts and Bluearth language displayed in rooms <p>Students will:</p> <ul style="list-style-type: none"> Be able to self-umpire Use the Bluearth language in the classroom and in the playground Experience more success in classes Feel supported and engaged in and out of the classroom 			
Success Indicators	<ul style="list-style-type: none"> Attitudes to School Survey Data Parent Opinion Survey Data Staff Opinion Survey Data Attendance Data Reduction in the number of incidents logged on Cases - a decrease of 10% 			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for and schedule professional learning and weekly Bluearth sessions, including subsequent sessions to determine impact and review actions.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,750.00 <input checked="" type="checkbox"/> Equity funding will be used
Student Leadership Coordinator will work with the Bluearth facilitator to develop the leadership skills of the students leadership group.	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning Create opportunities for more regular meetings/sharing of student learning using digital technologies between parents/carers/kin and teachers Create opportunities for more regular meetings using digital technologies between parents/carers/kin and teachers			
Outcomes	Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin Teachers will have strong relationships with students and parents/carers/kin Students and parents/carers/kin will feel as though they belong and are seen The wider community will feel welcome in the school and regularly use school facilities Parents will continue to use the SchoolStream App to			
Success Indicators	An increase in the return rate of the Parent Opinion Survey - to receive at least 70% of replies Parent Opinion Survey Data An increase in student attendance data - number of unexplained absences decreased			

Activities and Milestones	Who	Is this a PL Priority	When	Budget																								
Teachers and students will post student learning goals using SeeSaw for parents to be kept informed of their child's learning.	<input checked="" type="checkbox"/> Student(s) <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																								
Principal to continue to provide regular updates using the SchoolStream App to keep the school community informed, updated and connected.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used																								
Goal 2	Improve literacy and numeracy learning growth and outcomes for all students.																											
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12 Month Target 2.3	2021 Targets for Year 3 Students in the Top 2 bands – NAPLAN data <table border="0" style="width: 100%;"> <thead> <tr> <th></th> <th style="text-align: center;">2019 Data</th> <th style="text-align: center;">2021 Target</th> </tr> </thead> <tbody> </tbody> </table>					2019 Data	2021 Target																					
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	Year 5: 30% Year 6: 30%
KIS 1 Building practice excellence	Build collaborative professional learning communities (PLCs) to drive improved whole-school agreed teaching and learning to meet the needs of all learners.
Actions	<p>Develop teacher knowledge and capacity through active participation in PLC's.</p> <p>Develop staff understanding of how to analyse and use student data to plan for differentiated learning tasks.</p> <p>Implement with consistency the agreed instructional teaching models for reading, writing and numeracy that integrate the high impact teaching strategies.</p> <p>Implement meeting goals and protocols and use these to reflect and provide feedback on teacher collaborations.</p> <p>Work with the TIP's to drive school improvement across the school.</p>
Outcomes	<p>Leaders will:</p> <p>Lead school improvement in literacy, numeracy and engagement (attendance) - through the implementation of agreed instructional models</p> <p>Ensure teachers have access to student data and build time & capability to use it effectively</p> <p>Actively learn with their staff, being present and participating</p> <p>Demonstrate the transfer of learning gained from Network Days into their own school context - including within the Principal C.O.P.</p> <p>Conduct learning Walks and talks to ensure coherence across the school - to provide feedback as necessary</p> <p>Work with the TIP's to support the school improvement agenda</p> <p>Teachers will:</p> <p>Be confident to use data to accurately identify student learning needs and goals</p> <p>Implement evidence based high impact teaching strategies, including use of Learning Intentions and Success Criteria</p> <p>Use formative assessment to inform their teaching practice</p> <p>Use data [including data walls] to support Case Management and PLC Inquiry Cycles</p> <p>Collaborate and work with their team members and the TIP's to provide targeted teaching and learning activities to improve student learning growth</p> <p>Use the H.I.T.'s when planning for and implementing the agreed instructional models</p> <p>Have evidence of student work samples/goals/anchor charts on display for the students to refer to</p> <p>Students will:</p> <p>Be able to talk about the learning in their own words:</p> <ul style="list-style-type: none"> • What they are learning • Where they can go for help

	<ul style="list-style-type: none"> How they are going and how they know Refer to and explain their worked examples and link this to what they are learning linked to the LI and SC. Engage in substantive talk as part of the mini lesson and throughout the lesson in pairs/small groups Recall and explain the goal they are working on and how they are going with it Refer to the developed 'I can...' statements when providing feedback on their work Articulate their thinking in their Reader's and Writer's Notebooks (as appropriate to what they are using)			
Success Indicators	Student assessment data NAPLAN data Observations from focussed Learning Walks - reflection and feedback forms - observations and feedback from students School based planning documents - using the agreed templates and proformas Staff Opinion Data Attitudes to School Data C.O.P. - minutes, notes, observations PLC's			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Re-establish an effective SIT to monitor the AIP and ensure leaders are accountable for their areas of responsibility.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Enhance the knowledge and understanding of school leaders in the use of data to inform school improvement and evaluate impact on learning.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement collaborative practices, including learning walks/observations, to monitor and evaluate high impact teaching	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

strategies that builds a professional learning culture in which leaders/teachers know their collective responsibility and are able to challenge and support each other to embed practices to improve student outcomes.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)		to: Term 4	<input type="checkbox"/> Equity funding will be used
PLC Leaders to visit neighbouring schools to view successful PLC's in action.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,502.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Build teacher capability to collect data, analyse and evaluate student learning growth over time.			
Actions	Work alongside the TIP's to support teachers to read and interpret data Review the PL calendar to include PLC's - identify common areas for staff professional learning Analyse whole school data to determine a common problem of practice Embed the use of data in the 5 week planning cycles – at a whole school, team and class level			
Outcomes	Leaders will: Lead school improvement in literacy, numeracy and engagement (attendance) - through the implementation of agreed instructional models Collaborate & engage with all staff to embed agreed practices & ensure all staff know their role in leading school improvement Ensure teachers have access to student data and build time & capability to use it effectively Actively learn with their staff, being present and participating Demonstrate the transfer of learning gained from TIP's, Network Days into their own school context Participate in daily Learning Walks and Talks to support school improvement work TIP's will: Work with staff to develop their confidence and understanding of reading and interpreting their collected data to plan for targeted teaching and learning opportunities Teachers will: Use data to accurately identify student learning needs and goals & provide teaching & learning opportunities to allow students to			

	<p>achieve their goals Use data [including data walls] to support Planning and PLC Inquiry Cycles Use formative assessment to inform their teaching practice Implement evidence based high impact teaching strategies, including use of Learning Intentions and Success Criteria Share learning goals with families and encourage ongoing feedback Collaborate with leaders, colleagues & TIP's to embed agreed practices & have a collective responsibility</p> <p>Students will: Be able to talk about the learning in their own words:</p> <ul style="list-style-type: none"> • What they are learning • Where they can go for help • How they are going and how they know <p>Refer to and explain their worked examples and link this to what they are learning linked to the LI and SC. Engage in substantive talk as part of the mini lesson and throughout the lesson in pairs/small groups. Recall and explain the goal they are working on and how they are going with it. Articulate their thinking in their Reader's and Writer's Notebooks (as appropriate to what they are using)</p>			
Success Indicators	<p>Student assessment data Student growth data - data walls - whole school and in Teams NAPLAN data Observations from focussed Learning Walks - reflection and feedback forms - observations and feedback from students School based planning documents - using the agreed templates and proformas Staff Opinion Data Attitudes to School Data C.O.P. - minutes, notes, observations PLC's I can statements</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Reestablish the processes and practices to be implemented as part of the 5 week planning cycle.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Teaching Partners (DSSI)															
Establish and regularly update the whole school and team data walls.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <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												
Release teachers in Teams every 5 weeks to implement the planning cycle to plan for targeted teaching and learning activities.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,170.00 <input checked="" type="checkbox"/> Equity funding will be used												
Goal 3	Empower students to be confident, self-regulated learners actively engaged in their learning and community.															
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	2020 Data	2021 Target														
Guaranteed & Viable Curriculum:	69.17%	80%														
Collective Responsibility:	80.98%	85%														

12 Month Target 3.3	<p>For ALL students in Foundation - Year 6 to have 12 days or less of approved absences.</p> <p>Note: Due to COVID-19, students are no longer permitted to attend school if they are unwell. This target will be tracked carefully throughout the year to ensure that all absences are coded correctly.</p>
KIS 1 Empowering students and building school pride	Build teacher capability to enable co-designed opportunities for students to exercise authentic agency in their own learning.
Actions	<p>Teachers will actively support students to discuss their learning and support them to develop relevant and achievable goals. Develop a whole school approach to sharing student learning with families to build strong home/school links. Review and refine the curriculum plan to identify and implement authentic opportunities for students to genuinely co-design their learning.</p> <p>Teachers will conduct 1:1 conferences with their students as part of the implementation of the agreed instructional models. 'I can...' statements will continue to be developed to support the implementation of the targeted teaching and learning activities.</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> Lead the PLC's across the school Lead school improvement in literacy, numeracy and engagement (attendance) Ensure teachers have access to student data and build time & capability to use it effectively Actively learn with their staff, being present and participating Learning Walks and Talks to support school improvement work Participate in a Community of Practice Work with the TIP's to build teachers capacity <p>Teachers will:</p> <ul style="list-style-type: none"> Plan for and implement the agreed Instructional Models on a daily basis. Have an increased understanding of the instructional strategies to be implemented to support learning growth Refer multiple times to the LI and SC during the lessons (and ensure these are clearly displayed) Utilise anchor charts/worked examples and have them displayed Scaffold discussions in the mini lesson and throughout the lesson as appropriate Conference with the students and make annotated notes on what is heard and observed in reading and writing lessons Participate in collaborative discussions with their colleagues and team members to improve teaching and learning - through PLC's and TIP's Refer to the developed 'I can...' statements to support student reflection and understanding of their learning

	<p>Students will: Be able to talk about the learning in their own words:</p> <ul style="list-style-type: none"> • What they are learning • Where they can go for help • How they are going and how they know <p>Refer to and explain their worked examples and link this to what they are learning linked to the LI and SC and the 'I can...' statements Engage in substantive talk as part of the mini lesson and throughout the lesson in pairs/small groups Recall and explain the goal they are working on and how they are going with it Articulate their thinking in their Reader's and Writer's Notebooks (as appropriate to what they are using) Share their learning through the Seesaw App</p>			
Success Indicators	<p>Student assessment data Student growth data - data walls - whole school and in Teams NAPLAN data Observations from focussed Learning Walks - reflection and feedback forms - observations and feedback from students School based planning documents - using the agreed templates and proformas Staff Opinion Data Attitudes to School Data C.O.P. - minutes, notes, observations PLC's</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Daily Learning Walks will occur and feedback provided to staff in a timely manner.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Key staff will be released to continue to develop and implement the 'I can...' statements to be shared across all staff and teams.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI) 	<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>
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$45,420.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$45,420.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Schedule times for individual and tailored support to occur.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$21,000.00	
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,500.00	
Plan for and schedule professional learning and weekly Bluearth sessions, including subsequent sessions to determine impact and review actions.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$11,750.00	
Student Leadership Coordinator will work with the Bluearth facilitator to develop the leadership skills of the students leadership group.	from: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$6,000.00	

	to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)		
Release teachers in Teams every 5 weeks to implement the planning cycle to plan for targeted teaching and learning activities.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$4,170.00	
Totals			\$45,420.00	

Additional Equity spend

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Enhance the knowledge and understanding of school leaders in the use of data to inform school improvement and evaluate impact on learning.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching Partners (DSSI) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Implement collaborative practices, including learning walks/observations, to monitor and evaluate high impact teaching strategies that builds a professional learning culture in which leaders/teachers know their collective responsibility and are able to challenge and support each other to embed practices to improve student outcomes.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site

<p>Reestablish the processes and practices to be implemented as part of the 5 week planning cycle.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Key staff will be released to continue to develop and implement the 'I can...' statements to be shared across all staff and teams.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <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"/> Area Principal Forums 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site