

2021 Annual Implementation Plan

for improving student outcomes

North Melbourne Primary School (1402)



Submitted for review by Sarah Nightingale (School Principal) on 10 December, 2020 at 01:38 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 21 January, 2021 at 08:31 PM
Endorsed by Melinda Green (School Council President) on 02 February, 2021 at 05:53 PM

Self-evaluation Summary - 2021

FISO Improvement Model Dimensions		Self-evaluation Level
The 6 High-impact Improvement Initiatives are highlighted below in red.		
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 moving towards Excelling
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	<p>Even though the year was challenging due to the implications of COVID-19, we believe we have made progress against our key improvement areas. Throughout the remote and flexible learning we have maintained a focus on curriculum and use of student learning data. Upon the return to face-to-face learning, we have prioritised a greater focus on wellbeing and on strengthening communication with families to facilitate a smooth transition.</p>
Considerations for 2021	<ul style="list-style-type: none"> - Focus on catch learning for students who have been identified as 'falling behind' - Continued focus on building teacher capacity in instruction, curriculum and data analysis - Continued focus on maintaining connections with families - Strong student wellbeing focus to maintain engagement and motivation in learning
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Evaluating impact on learning	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 Parents and carers as partners	Connected schools priority
Goal 2	To improve the Literacy outcomes of every student.
Target 2.1	<p>Revised Target - NAPLAN - deemed capable</p> <ul style="list-style-type: none"> • Increase the percentage of students in the top two NAPLAN bands (matched cohort) at Year 3 to Year 5 in Reading. • Decrease the percentage of students in the bottom two NAPLAN bands (matched cohort) at Year 3 to Year 5 in Reading. • Maintain the percentage of students in the top two NAPLAN bands (matched cohort) at Year 3 to Year 5 in Writing. • Maintain the percentage of students in the bottom two NAPLAN bands (matched cohort) at Year 3 to Year 5 in Writing.

<p>Target 2.2</p>	<p>Teacher Judgement Assessments</p> <ul style="list-style-type: none"> • Increase the percentage of students above Victorian Curriculum expected levels by 2021 in Reading, Writing and Speaking and Listening. • 50% of EAL students (who have been at NMPS for 12 months) will make more than 1 EAL Continuum Stage.
<p>Target 2.3</p>	<p>School Staff Survey - School Climate Module</p> <ul style="list-style-type: none"> • Increase the percentage of staff endorsement for the factors of teacher collaboration, academic emphasis, guaranteed and viable curriculum, collective focus on student learning and collective efficacy.
<p>Key Improvement Strategy 2.a Building practice excellence</p>	<p>Develop and embed a whole school pedagogical model for literacy</p>
<p>Key Improvement Strategy 2.b Building practice excellence</p>	<p>Develop professional learning team practices to enhance moderation, tracking of students and intervention.</p>
<p>Key Improvement Strategy 2.c Curriculum planning and assessment</p>	<p>Collectively develop a guaranteed and viable curriculum in Writing.</p>
<p>Key Improvement Strategy 2.d Building practice excellence</p>	<p>Build teacher pedagogy, curriculum knowledge and capacity to ensure high quality and consistent practice across the school.</p>
<p>Key Improvement Strategy 2.e</p>	<p>Build the professional capabilities of our teachers in order to provide a stimulating and engaging learning environment for all our students.</p>

Intellectual engagement and self-awareness	
Key Improvement Strategy 2.f Curriculum planning and assessment	Collectively develop a guaranteed and viable curriculum in Reading.
Key Improvement Strategy 2.g Curriculum planning and assessment	Collectively develop a guaranteed and viable curriculum in Speaking and Listening.
Goal 3	To develop student capabilities as global citizens.
Target 3.1	<p>Student Attitudes to School Survey</p> <ul style="list-style-type: none"> • Increase the percentage of positive responses for the factors of student voice and agency and learning confidence.
Target 3.2	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Increase the percentage of positive responses to the factors of effective teaching, student agency and voice and stimulating learning environments.
Key Improvement Strategy 3.a Empowering students and building school pride	Students co-design learning that connects to real world contexts as global citizens.
Key Improvement Strategy 3.b Global citizenship	Facilitate local and global student connections with partnerships in and beyond the school.

<p>Key Improvement Strategy 3.c Global citizenship</p>	<p>Develop staff understanding of the curriculum and pedagogy of the capabilities (critical and creative thinking, ethical, intercultural and personal and social).</p>
<p>Key Improvement Strategy 3.d Global citizenship</p>	<p>Build student knowledge, skills, attitudes, values and competencies through the capabilities.</p>
<p>Key Improvement Strategy 3.e Empowering students and building school pride</p>	<p>Facilitate student voice, leadership and agency in their own learning.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>12 month target</p> <p>Learning Catch-up and Extension: Increase the percentage of students above Victorian Curriculum expected levels in Reading to an average score of 60%.</p> <p>Decrease the average percentage of students who achieved below Victorian Curriculum expected level in Mathematics from 24%.</p> <p>Decrease the average percentage of students who achieved below Victorian Curriculum expected level in Writing from 33%.</p> <p>Data sources include: PAT Maths, PAT Reading, On Demand, Fountas & Pinnell, Teacher judgement, moderated work samples.</p> <p>Happy, Active and Healthy Kids: The following factors in the Staff Opinion Survey will average at greater than 82% endorsement: - Trust in students and parents (currently 84%)</p>

			<ul style="list-style-type: none"> - Staff safety and wellbeing consultation and participation (currently 79%) <p>Connected Schools: The following factors in the Parent Opinion Survey will average at greater than 76% endorsement:</p> <ul style="list-style-type: none"> - School connectedness (currently 88%) - Parent participation and involvement (currently 63%) - Teacher communication (currently 63%) <p>Parent and community involvement in the Staff Opinion Survey will average at greater than 80% endorsement (currently 80%).</p>
<p>To improve the Literacy outcomes of every student.</p>	<p>No</p>	<p>Revised Target - NAPLAN - deemed capable</p> <ul style="list-style-type: none"> • Increase the percentage of students in the top two NAPLAN bands (matched cohort) at Year 3 to Year 5 in Reading. • Decrease the percentage of students in the bottom two NAPLAN bands (matched cohort) at Year 3 to Year 5 in Reading. • Maintain the percentage of students in the top two NAPLAN bands (matched cohort) at Year 3 to Year 5 in Writing. • Maintain the percentage of students in the bottom two NAPLAN bands (matched cohort) at Year 3 to Year 5 in Writing. 	

		<p>Teacher Judgement Assessments</p> <ul style="list-style-type: none"> • Increase the percentage of students above Victorian Curriculum expected levels by 2021 in Reading, Writing and Speaking and Listening. • 50% of EAL students (who have been at NMPS for 12 months) will make more than 1 EAL Continuum Stage. <p>School Staff Survey - School Climate Module</p> <ul style="list-style-type: none"> • Increase the percentage of staff endorsement for the factors of teacher collaboration, academic emphasis, guaranteed and viable curriculum, collective focus on student learning and collective efficacy. 	
<p>To develop student capabilities as global citizens.</p>	<p>No</p>	<p>Student Attitudes to School Survey</p> <ul style="list-style-type: none"> • Increase the percentage of positive responses for the factors of student voice and agency and learning confidence. <p>Parent Opinion Survey</p>	

		<ul style="list-style-type: none"> • Increase the percentage of positive responses to the factors of effective teaching, student agency and voice and stimulating learning environments. 	
--	--	---	--

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>Learning Catch-up and Extension: Increase the percentage of students above Victorian Curriculum expected levels in Reading to an average score of 60%.</p> <p>Decrease the average percentage of students who achieved below Victorian Curriculum expected level in Mathematics from 24%.</p> <p>Decrease the average percentage of students who achieved below Victorian Curriculum expected level in Writing from 33%.</p> <p>Data sources include: PAT Maths, PAT Reading, On Demand, Fountas & Pinnell, Teacher judgement, moderated work samples.</p> <p>Happy, Active and Healthy Kids: The following factors in the Staff Opinion Survey will average at greater than 82% endorsement: - Trust in students and parents (currently 84%) - Staff safety and wellbeing consultation and participation (currently 79%)</p> <p>Connected Schools: The following factors in the Parent Opinion Survey will average at greater than 76% endorsement: - School connectedness (currently 88%) - Parent participation and involvement (currently 63%) - Teacher communication (currently 63%)</p> <p>Parent and community involvement in the Staff Opinion Survey will average at greater than 80% endorsement (currently 80%).</p>	
Key Improvement Strategies		<p>Is this KIS selected for focus this year?</p>

<p>KIS 1 Evaluating impact on learning</p>	<p>Learning, catch-up and extension priority</p>	<p>Yes</p>
<p>KIS 2 Health and wellbeing</p>	<p>Happy, active and healthy kids priority</p>	<p>Yes</p>
<p>KIS 3 Parents and carers as partners</p>	<p>Connected schools priority</p>	<p>Yes</p>
<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>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.</p>	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Learning Catch-up and Extension: Increase the percentage of students above Victorian Curriculum expected levels in Reading to an average score of 60%.</p> <p>Decrease the average percentage of students who achieved below Victorian Curriculum expected level in Mathematics from 24%.</p> <p>Decrease the average percentage of students who achieved below Victorian Curriculum expected level in Writing from 33%.</p> <p>Data sources include: PAT Maths, PAT Reading, On Demand, Fountas & Pinnell, Teacher judgement, moderated work samples.</p> <p>Happy, Active and Healthy Kids: The following factors in the Staff Opinion Survey will average at greater than 82% endorsement: - Trust in students and parents (currently 84%) - Staff safety and wellbeing consultation and participation (currently 79%)</p> <p>Connected Schools: The following factors in the Parent Opinion Survey will average at greater than 76% endorsement: - School connectedness (currently 88%) - Parent participation and involvement (currently 63%) - Teacher communication (currently 63%)</p> <p>Parent and community involvement in the Staff Opinion Survey will average at greater than 80% endorsement (currently 80%).</p>
KIS 1 Evaluating impact on learning	<p>Learning, catch-up and extension priority</p>
Actions	<ul style="list-style-type: none"> - Maintain PLT structures to support teachers to continue to develop data literacy to inform understanding of student needs and progress - Further develop evidence-based teaching practice through peer observation and reflection - Identify students who require additional support or extension and monitor the learning at regular intervals throughout the year.

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Participate in differentiated learning tasks working at their ability level in Reading, Writing and Mathematics - Use a range of strategies to support and extend their learning, such as individual learning goals and metacognitive strategies <p>Teachers will:</p> <ul style="list-style-type: none"> - Collaboratively analyse student assessment data and plan differentiated learning tasks to target student needs - Implement knowledge and pedagogies attained from professional learning and peer observation, for improved instructional practice <p>Leaders will:</p> <ul style="list-style-type: none"> - Build the instructional capacity of teachers through professional learning and implementation of a model for peer observation - Lead the consistent implementation of the North Melbourne Primary School Teaching and Learning Cycle across PLTs to support data analysis, differentiated planning and reflection. 			
Success Indicators	<ul style="list-style-type: none"> - Teacher judgment data will indicate student growth in Reading, Writing and Mathematics (triangulation of data sources to form teacher judgement data includes PAT Maths, PAT Reading, On Demand and Fountas & Pinnell and moderate work samples) - Differentiated curriculum documents 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop timetables, assessment timelines and guidelines to ensure moderation and analysis of data through PLTs.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <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
Develop a PLC schedule that includes professional learning to build capacity in curriculum knowledge, instruction and assessment.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Identify and support students in need of targeted teaching through a blended approach to Intervention and extension, and monitor their progress at regular intervals throughout the year.</p>	<p><input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$177,804.00 <input type="checkbox"/> Equity funding will be used</p>
<p>Continue to support EAL learners through fluid EAL/Intervention groups</p>	<p><input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$42,687.25 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Embed a culture of peer observations focusing on building staff capacity and instructional practice in English and Mathematics</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
<p>Engage with consultants to build the professional capacity of teachers in their instructional practice.</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$5,000.00 <input type="checkbox"/> Equity funding will be used</p>
<p>KIS 2 Health and wellbeing</p>	<p>Happy, active and healthy kids priority</p>			
<p>Actions</p>	<p>- Integrate social-emotional learning into school practice, policies and programs - Establish an agreed approach to monitoring and responding to student wellbeing concerns - Clearly define the roles and responsibilities of teachers, leaders, and support staff.</p>			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Engage in learning to build social-emotional capacity through the Respectful Relationships Program - Have a clear understanding of the classroom and yard expectations at North Melbourne Primary School <p>Teachers will:</p> <ul style="list-style-type: none"> - Integrate social-emotional learning into school practice, through the Respectful Relationships Program - Have a clear understanding of processes in place to support students in their classroom <p>Leaders will:</p> <ul style="list-style-type: none"> - Integrate social-emotional learning into policies and programs at a whole-school level - Support teachers to ensure wellbeing processes are followed and are responded in alignment with designated roles and responsibilities. 			
Success Indicators	<ul style="list-style-type: none"> - Curriculum documentation reflecting social and emotional learning - Documentation of wellbeing frameworks, policies or programs - Teacher judgement data will indicate growth in personal and social capabilities 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Gather feedback on current wellbeing processes to ensure a common understanding.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Refine, redevelop and reintroduce wellbeing processes.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Support staff with the implementation of redeveloped wellbeing processes.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

		<input checked="" type="checkbox"/> Wellbeing Team		to: Term 4	<input type="checkbox"/> Equity funding will be used
Plan for and schedule professional learning to assist staff to develop curriculum units which reflect wellbeing and social-emotional learning.		<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Refine and implement processes for students requiring medical assistance, including communication with students, teachers and families.		<input checked="" type="checkbox"/> Education Support <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
Establish regular check-ins to monitor staff wellbeing and provide support as required.		<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Parents and carers as partners	Connected schools priority				
Actions	<ul style="list-style-type: none"> - Strengthen and embed the school-wide approach to communication with parents/carers - Create opportunities to build community connection and engagement. 				
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Be provided with opportunities to engage with the local community - Negotiate and co-design learning that stretches their thinking <p>Teachers will:</p>				

	<ul style="list-style-type: none"> - Teachers will have strong relationships with parents/carers through a school-wide approach to communication - Embed the capabilities across the curriculum, including Science and Technology, to enable students to take action and positively impact the school and community - Establish opportunities for parents and community members to be involved in year level events <p>Leaders will:</p> <ul style="list-style-type: none"> - Develop teacher capacity to implement pedagogies which allow students to explore real world issues and problems within the community - Facilitate opportunities for parents and community members to be involved in school events. 			
Success Indicators	<ul style="list-style-type: none"> - Whole school survey results (Attitudes to School Survey; Staff Opinion Survey; Parent Opinion Survey) - Documented approach to school-wide communication. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Allocate formal time for parents to communicate with teachers through school events (e.g. 3 Way Conferences, Open Classrooms, Arts Festival).	<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
Plan for purposeful opportunities for parents to be involved in classroom activities and school events (e.g. expert discussions, parent reading, Arts Festival).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <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
Develop and implement a documented approach to school-wide communication.	<input checked="" type="checkbox"/> Assistant Principal <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 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Strengthen relationships with external support networks, external agencies and community organisations.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning opportunities to develop teacher capacity to integrate the Victorian Curriculum capabilities into learning.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$42,687.25	\$23,623.00
Additional Equity funding	\$3,000.00	\$3,000.00
Grand Total	\$45,687.25	\$26,623.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Continue to support EAL learners through fluid EAL/intervention groups	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$42,687.25	\$23,623.00
Totals			\$42,687.25	\$23,623.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Implement targeted invention groups for identified students focusing on point of need teaching.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$2,000.00	\$2,000.00
Monitor and manage attendance data and create individual student attendance plans where required.	from: Term 1	<input checked="" type="checkbox"/> Support services	\$1,000.00	\$1,000.00

	to: Term 4			
Totals			\$3,000.00	\$3,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop timetables, assessment timelines and guidelines to ensure moderation and analysis of data through PLTs.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s) 	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"/> 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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Develop a PLC schedule that includes professional learning to build capacity in curriculum knowledge, instruction and assessment.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<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"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Identify and support students in need of targeted teaching through a blended approach to intervention and extension, and monitor their progress at regular intervals throughout the year.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Student Leadership Coordinator 	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"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources <input checked="" type="checkbox"/> Tutoring information <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)						
Embed a culture of peer observations focusing on building staff capacity and instructional practice in English and Mathematics	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Peer Observation Guide for Teachers <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site	
Engage with consultants to build the professional capacity of teachers in their instructional practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Ryan Dunn & Deb Sukarna	<input checked="" type="checkbox"/> On-site	
Refine, redevelop and reintroduce wellbeing processes.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	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"/> On-site	

Plan for and schedule professional learning to assist staff to develop curriculum units which reflect wellbeing and social-emotional learning.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional learning opportunities to develop teacher capacity to integrate the Victorian Curriculum capabilities into learning.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site