

2021 Annual Implementation Plan

for improving student outcomes

Morang South Primary School (1975)



Morang South
Primary School

Submitted for review by Jane Brayshaw (School Principal) on 24 March, 2021 at 01:16 PM
Endorsed by David Kilmartin (Senior Education Improvement Leader) on 06 April, 2021 at 05:21 PM
Awaiting endorsement by School Council President

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	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	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	Evolving moving towards Embedding

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

Enter your reflective comments	<p>All staff are committed to continuous improvement. This is reflected in our strong and supportive learning culture. While we have been working towards strong and effective PLC's, we have also had competing priorities. We intend to further develop PLCs and move our self evaluation in this area from evolving to embedding. We have altered our meeting schedule to facilitate more regular PLCs. Unfortunately our funds and number of specialist programs do not allow for PLC meetings during the school day. These need to be held after school during our meeting times. We are continuing our strong focus on building our teachers' capacity. Further work is required using the High Impact Strategies and Evaluating the impact of our use of data and the subsequent leaching on learning. We commenced working with 'Wasabi Learning' to enhance student agency, voice and autonomy through inquiry Learning. The necessity to utilise technologies more extensively and in a variety of new ways, for remote learning resulted in a shift in the focus of our goals. There was increased student autonomy which meant we increased the focus on this goal and reduced the focus on the other goals.</p>
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Considerations for 2021	<p>Goals</p> <p>Literacy - English Learning Specialist; key leadership staff completed Bastow Data PL with a view to training staff; Staff PL Numeracy -AP; PLCs; Targeted Maths; seeking support from Like Schools achieving above MSPS</p> <p>Autonomous learners - Wabisabi Learning - Lee Wantanabe-Crockett PL; Curriculum Day and regular meetings with SIL and whole staff</p>
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 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	To optimise Numeracy outcomes for all students
Target 2.1	Increase the percentage of Year 5 students in the top 2 bands of NAPLAN numeracy from 22% (2018) to 30%(2023) to be in line with similar schools.
Target 2.2	Increase the percentage of students in NAPLAN showing medium to high growth (Year 3 to Year 5) from 69%(2018) to 75%(2023), to be in line with similar schools.
Target 2.3	Increase the percentage of students in numeracy showing teacher judgement to be at or above the age expected level from 88%(2018) to >91% (2023), to be at or above similar schools.

Key Improvement Strategy 2.a Building practice excellence	To increase staff data literacy in Numeracy in order to inform classroom practice
Key Improvement Strategy 2.b Building practice excellence	To refine and attain precision in the instructional model of the teaching of mathematics
Key Improvement Strategy 2.c Building practice excellence	To extend staff curriculum knowledge relating to the teaching and learning of mathematics
Goal 3	To optimise Literacy outcomes for all students, with a focus on writing
Target 3.1	Increase the percentage of students in Year 5 in the top 2 bands of NAPLAN writing from 14%(2018) to 16%(2023).
Target 3.2	Decrease the percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) from 33%(2018) to 25%(2023).
Target 3.3	Increase the percentage of students in English modes showing teacher judgement to be at or above the age expected level from: Reading and Viewing - 90%(2018) to >91%(2023), in line with similar schools Writing - 84%(2018) to 87%(2023), in line with similar schools

	Speaking and Listening - 92%(2018) to 95%(2023), in line with similar schools
Key Improvement Strategy 3.a Building practice excellence	To increase staff data literacy in English in order to inform classroom practice
Key Improvement Strategy 3.b Building practice excellence	To refine and attain precision in the instructional model of the teaching of writing
Key Improvement Strategy 3.c Building practice excellence	To extend staff curriculum knowledge relating to the teaching and learning of English modes
Goal 4	To develop autonomous learners through enhancement of student voice and agency
Target 4.1	<p>Increase the ATSS percentages of positive response in the following areas;</p> <ul style="list-style-type: none"> -student voice and agency from 85%(2018) to >88%(2023) -self-regulation and goal setting from 93%(2018) to 95%(2023) -stimulated learning from 88%(2018) to 90%(2023) <p>NB: The 2018 ATSS data indicates that the school was performing at a high level in comparison to other schools in these areas.</p>

Target 4.2	<p>Increase the SOS percentage of positive response in the area of collective focus on student learning from 88%(2019) to >90%(2023).</p> <p>NB: The 2018 SOS data indicates that the school was performing at a high level in comparison to other schools in this area.</p>
Target 4.3	<p>Increase the POS percentages of positive response in the following areas;</p> <ul style="list-style-type: none"> -student agency and voice from 78%(2018) to 82%(2023) -confidence and resilience skills from 91%(2018) to 95%(2023) <p>NB: The 2018 POS data indicates that the school was performing at a high level in comparison to other schools in these areas.</p>
Key Improvement Strategy 4.a Building practice excellence	Develop and build upon whole school understanding of student voice and agency
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	The school community will identify the skills and dispositions of an autonomous learner and co-construct a whole school approach

Key Improvement Strategy 4.c Intellectual engagement and self-awareness	Co-design student opportunities to exercise authentic agency in their learning
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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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Increase the percentage of students, in English and Mathematics, who have shown low growth in 2020 against previous teacher judgement in 2019, to being at or above the age expected level.
To optimise Numeracy outcomes for all students	Yes	Increase the percentage of Year 5 students in the top 2 bands of NAPLAN numeracy from 22% (2018) to 30%(2023) to be in line with similar schools.	Increase the percentage of Year 5 students in the top 2 bands of NAPLAN numeracy from 24% (2019) to 26% (2021).
		Increase the percentage of students in NAPLAN showing medium to high growth (Year 3 to Year 5) from 69%(2018) to 75%(2023), to be in line with similar schools.	Increase the percentage of students meeting or above benchmark growth (Year 3 to Year 5) from 73.4% (2019) to 75.4% (2021).
		Increase the percentage of students in numeracy showing teacher judgement to be at or above the age expected level from 88%(2018) to >91% (2023), to be at or above similar schools.	Increase the percentage of students in numeracy showing teacher judgement to be at or above the age expected level from 89% (2019) to 90% (2021).

To optimise Literacy outcomes for all students, with a focus on writing	Yes	Increase the percentage of students in Year 5 in the top 2 bands of NAPLAN writing from 14%(2018) to 16%(2023).	Increase the percentage of students in Year 5 in the top 2 bands of NAPLAN writing from 10%(2019) to 13%(2021).
		Decrease the percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) from 33%(2018) to 25%(2023).	Decrease the percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) from 25%(2019) to 23%(2021).
		<p>Increase the percentage of students in English modes showing teacher judgement to be at or above the age expected level from:</p> <p>Reading and Viewing - 90%(2018) to >91%(2023), in line with similar schools</p> <p>Writing - 84%(2018) to 87%(2023), in line with similar schools</p> <p>Speaking and Listening - 92%(2018) to 95%(2023), in line with similar schools</p>	<p>Increase the percentage of students in English modes showing teacher judgement to be at or above the age expected level from:</p> <p>Writing - 87%(2019) to 90%(2021), in line with similar schools</p>
To develop autonomous learners through enhancement of student voice and agency	Yes	<p>Increase the ATSS percentages of positive response in the following areas;</p> <p>-student voice and agency from 85%(2018) to >88%(2023)</p>	<p>Due to a decline in student voice and agency in 2019 from 85% to 77%, we aim to increase student voice and agency in 2021 to 82%. No data available for 2020.</p> <p>Due to a decline in stimulated learning in 2019 from 88% to 74% we aim to</p>

		<p>-self-regulation and goal setting from 93%(2018) to 95%(2023)</p> <p>-stimulated learning from 88%(2018) to 90%(2023)</p> <p>NB: The 2018 ATSS data indicates that the school was performing at a high level in comparison to other schools in these areas.</p>	<p>increase stimulated learning to 80% in 2021.</p> <p>No data available in 2020</p>
		<p>Increase the SOS percentage of positive response in the area of collective focus on student learning from 88%(2019) to >90%(2023).</p> <p>NB: The 2018 SOS data indicates that the school was performing at a high level in comparison to other schools in this area.</p>	<p>To maintain the SOS percentage of positive response in the area of Collective Focus on Student Learning of 95% (2019) Limited data available for 2020.</p>
		<p>Increase the POS percentages of positive response in the following areas;</p> <p>-student agency and voice from 78%(2018) to 82%(2023)</p> <p>-confidence and resilience skills from 91%(2018) to 95%(2023)</p>	<p>To maintain the POS percentage of positive response in the area of Student Agency and Voice of 86% (2019) No data available for 2020.</p> <p>To increase the POS percentage of positive response in the area of Confidence and Resilience Skills of 91% (2019) to 93% (2021) No data available for 2020.</p>

		NB: The 2018 POS data indicates that the school was performing at a high level in comparison to other schools in these areas.	
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Goal 1	2021 Priorities Goal		
12 Month Target 1.1	Increase the percentage of students, in English and Mathematics, who have shown low growth in 2020 against previous teacher judgement in 2019, to being at or above the age expected level.		
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	To optimise Numeracy outcomes for all students	
12 Month Target 2.1	Increase the percentage of Year 5 students in the top 2 bands of NAPLAN numeracy from 24% (2019) to 26% (2021).	
12 Month Target 2.2	Increase the percentage of students meeting or above benchmark growth (Year 3 to Year 5) from 73.4% (2019) to 75.4% (2021).	
12 Month Target 2.3	Increase the percentage of students in numeracy showing teacher judgement to be at or above the age expected level from 89% (2019) to 90% (2021).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To increase staff data literacy in Numeracy in order to inform classroom practice	Yes
KIS 2 Building practice excellence	To refine and attain precision in the instructional model of the teaching of mathematics	Yes
KIS 3 Building practice excellence	To extend staff curriculum knowledge relating to the teaching and learning of mathematics	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.	In 2021, we have selected these KIS as a focus to improve, extend and maintain consistency in our school's approach to teaching and learning in Numeracy. These KIS will underpin the work teams will do in PLCs, to support and improve student outcomes through self-evaluation, reflection and planning. 2019 data indicates that we have had small gains however there are concerns around COVID impacts on student learning in 2020. Teacher use of numeracy data to determine students areas of need and consistent approaches to numeracy instruction will be vital for continued improvement in student outcomes.	
Goal 3	To optimise Literacy outcomes for all students, with a focus on writing	
12 Month Target 3.1	Increase the percentage of students in Year 5 in the top 2 bands of NAPLAN writing from 10%(2019) to 13%(2021).	

12 Month Target 3.2	Decrease the percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) from 25%(2019) to 23%(2021).	
12 Month Target 3.3	Increase the percentage of students in English modes showing teacher judgement to be at or above the age expected level from: Writing - 87%(2019) to 90%(2021), in line with similar schools	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Building practice excellence	To increase staff data literacy in English in order to inform classroom practice	Yes
KIS 2 Building practice excellence	To refine and attain precision in the instructional model of the teaching of writing	Yes
KIS 3 Building practice excellence	To extend staff curriculum knowledge relating to the teaching and learning of English modes	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.	Recommendations from our school review in 2019 indicated a clear need to continue to build teacher capacity and effectiveness to improve student outcomes in writing. The panel noted that there was a need for greater correlation between teacher judgement and student achievement data sets in literacy. A range of evidence considered by the panel indicated that improvement is required in writing, in particular decreasing the percentage of students achieving low gain. The school's data and the review process indicated a need for greater consistency of practice and teacher knowledge of effective pedagogy and teaching strategies for Writing. Due to the events of 2020 (COVID-19 global pandemic), 2019 NAPLAN data has been used in order to set new targets and goals.	
Goal 4	To develop autonomous learners through enhancement of student voice and agency	
12 Month Target 4.1	Due to a decline in student voice and agency in 2019 from 85% to 77%, we aim to increase student voice and agency in 2021 to 82%. No data available for 2020.	

	<p>Due to a decline in stimulated learning in 2019 from 88% to 74% we aim to increase stimulated learning to 80% in 2021.</p> <p>No data available in 2020</p>
12 Month Target 4.2	To maintain the SOS percentage of positive response in the area of Collective Focus on Student Learning of 95% (2019) Limited data available for 2020.
12 Month Target 4.3	<p>To maintain the POS percentage of positive response in the area of Student Agency and Voice of 86% (2019) No data available for 2020.</p> <p>To increase the POS percentage of positive response in the area of Confidence and Resilience Skills of 91% (2019) to 93% (2021) No data available for 2020.</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop and build upon whole school understanding of student voice and agency
KIS 2 Setting expectations and promoting inclusion	The school community will identify the skills and dispositions of an autonomous learner and co-construct a whole school approach
KIS 3 Intellectual engagement and self-awareness	Co-design student opportunities to exercise authentic agency in their learning
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.	In 2021, we have selected these KIS as a focus to improve, extend and maintain consistency in our school's approach to Student Voice and Agency. These KIS will be underpinned by the professional learning the staff are undertaking through Wabisabi Learning Community. We are altering our whole school approach to planning to enable students to have an increased voice and agency in their learning. As teachers gain a greater understanding of students perspectives and prior knowledge, teachers and students can co-construct the learning together. 2019 data indicates a decline in student perception of Student Voice and Agency and Stimulated Learning. Therefore, it is important that there is a whole school focus on enabling

	<p>students to take ownership and responsibility for their learning, thereby improving their connection to their learning, their classroom and the school.</p>
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Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Increase the percentage of students, in English and Mathematics, who have shown low growth in 2020 against previous teacher judgement in 2019, to being at or above the age expected level.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Recruiting of high-quality tutors with the capacity to work collaborative with classroom teachers and the school-culture</p> <p>Professional Learning plan for tutors including compulsory modules and optional modules made available</p> <p>Ongoing focus on teacher collaboration in teams focusing on use of data and implementation of PLC approaches</p> <p>Introduction of Essential Assessments for pre and post testing data for use by teachers and PLCs</p> <p>Ongoing pedagogical focus on differentiation to provide for the learning needs to individual students</p> <p>Identification of a lead tutor to coordinate the program</p>
Outcomes	<p>Students will:</p> <p>Participate in small group targeted teaching.</p> <p>Undertake appropriate learning experiences and tasks related directly to their needs based on the data</p> <p>Teachers and tutors will:</p> <p>Use data to identify the literacy and mathematical needs of the students in their class/groups and use these understandings in their planning for lessons and targeted grouping</p> <p>Work in PLCs to review and analyse data to create differentiated learning programs for students</p> <p>Use PAT, MOI, Essential Assessments and other relevant data to inform their groupings and teaching practice</p> <p>Plan for differentiated and target teaching for students identified as needing additional support</p> <p>Leaders will:</p> <p>Recruit high-quality tutors with the capacity to provide target teaching to small groups and work collaboratively with students teachers to provide for individuals learning needs.</p> <p>Organise for the provision of any additional resourcing and access to facilities required for the tutoring program</p> <p>Ensure access to data sources and provide support in the interpretation of data as required</p> <p>Ongoing evaluation of the programs impacts on students learning using both quantitative and qualitative data</p>

Success Indicators	<p>Increase in the percentage of students in the tutoring program who are achieving at level measures in PAT testing for mathematics and reading.</p> <p>Increase in the percentage of students in the tutoring program who are achieving at standard measures in Running Records.</p> <p>Increase in the differences seen in the between year growth data for Teacher Judgements, for 2020 to 2021, to show school growth greater than 1 across Years 1 to 6.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Appoint Literacy Tutors	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Appoint Numeracy Tutor	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Review data and select students to participate in Literacy Tutoring	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Review data and select students to participate in Numeracy Tutoring	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Literacy Tutors- completes training, organization and implements tutoring program	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$73,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Numeracy Tutor- completes training, organization and implements tutoring program	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input type="checkbox"/> Equity funding will be used
Literacy Tutors - use formative and summative assessments to track progress, review participation and share with classroom teachers.	<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
Numeracy Tutor - uses formative and summative assessments to track progress, review participation and share with classroom teachers.	<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
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Ongoing provision of access to DBT in Schools psychology services for students requiring additional support.</p> <p>Ongoing provision of access to a small group social skills and wellbeing program for students requiring additional support.</p> <p>Promotion of programs offered to families promoting wellbeing, mental health and family services.</p> <p>Ongoing promotion of 'R U Ok' Day, including students wearing orange and involved in wellbeing activities</p> <p>Provsion of a SEL-based start-up program to build positive classroom cultures and relationships</p>			
Outcomes	<p>Students will:</p> <p>Participate in a SEL-based start up program promoting positive connections to peers, teachers and school community</p> <p>Undertake appropriate learning experiences and tasks related directly to the promotion of mental health, and active, healthy lifestyle</p> <p>Teachers will:</p> <p>Provide weekly SEL lessons promoting mental health, positive relationships and connection to school and community</p>			

	Promote student participation in positive wellbeing activities, active play and healthy choices			
	<p>Leaders will:</p> <p>Source and promote programs offered to families promoting wellbeing, mental health and family services.</p> <p>Ensure the provision of access to school-based professional psychological services</p> <p>Provide resourcing for the provision of a small group social skills and wellbeing program</p> <p>Work with Team Leaders to identify and support students requiring additional support and resources</p>			
Success Indicators	<p>To maintain ATS sense of connectedness to school measure at pre-Covid levels (2019) of positive response of 83%.</p> <p>To maintain POS student connectedness to school measure at pre-Covid levels (2019) of positive response of 95%.</p> <p>To maintain POS confidence and resilience skills measure at pre-Covid levels (2019) of positive response of 91%.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Maintain contract with DBT - provision of psychologist	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Maintain - Social and Emotional Learning Team	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish, maintain and implement a variety of lunchtime play activities	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Appoint SEL Team Leader	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
SEL Team review and improve SEL based start up unit	<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
Promote and implement SEL program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Milestone - Student Attitudes to School survey	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Multi-Age days - eg, Harmony day; Book Week	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Use of Newsletter and SMS- uEducateUs to promotion programs of to families promoting wellbeing, mental health and family services.	<input checked="" type="checkbox"/> Assistant Principal <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 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Source and implement the SEED program for 5/6 students	<input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Provision of additional lunchtime clubs to provide for a range of interests and promote positive connections to school Introduction of School Values student leadership roles including roles running lunchtime activities for younger students Provision of a Connected Kids program involving targeted small groups of students being involved in a range of day excursions to promote positive relationships and connections			
Outcomes	<p>Students will: Access various special interest lunchtime clubs to support positive peer relationships and positive connections to school Conduct or participated in lunchtime activities led by student leadership</p> <p>Teachers will: Facilitate provision of lunchtime clubs based on student interest areas and promoted positive cross-age friendships Facilitate student leadership to run lunchtime activities for younger students through the School Values Leaders Plan for and facilitate student participation in a Connected Kids program building positive connections to school for targeted students requiring additional support</p> <p>Leaders will: Source and promote programs offered to schools for encouraging connectedness to school and community Provide resources for staff to run lunchtime clubs and activities run by School Values Leaders Provide yard duty timetabling to enable staff to run lunchtime clubs or facilitate School Values Leaders activities Provide planning time and CRT coverage for teachers to run a Connected Kids program</p>			
Success Indicators	To maintain ATS sense of connectedness to school measure at pre-Covid levels (2019) of positive response of 83%. To maintain POS student connectedness to school measure at pre-Covid levels (2019) of positive response of 95%.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Establish, maintain and implement a variety of lunchtime play activities	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Modified Yard duty TT to enable staff to offer lunchtime activities	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement AToSS	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Source and implement connected kids program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To optimise Numeracy outcomes for all students			
12 Month Target 2.1	Increase the percentage of Year 5 students in the top 2 bands of NAPLAN numeracy from 24% (2019) to 26% (2021).			
12 Month Target 2.2	Increase the percentage of students meeting or above benchmark growth (Year 3 to Year 5) from 73.4% (2019) to 75.4% (2021).			
12 Month Target 2.3	Increase the percentage of students in numeracy showing teacher judgement to be at or above the age expected level from 89% (2019) to 90% (2021).			
KIS 1 Building practice excellence	To increase staff data literacy in Numeracy in order to inform classroom practice			

Actions	Develop staff knowledge and understanding of analysis of PAT Maths Develop staff knowledge and understanding of analysis of Essential Assessments Learning about using formative assessment, and examples of formative assessment Provision of PAT Professional Learning for ALT/staff Engaging in PLCs with a focus on using Numeracy data to improve student outcomes Greater consistency in planning through reflective practice in PLCs			
Outcomes	<p>Students will:</p> Be exposed to their own data and be aware of their next steps Undertake appropriate learning experiences and tasks related directly to their needs based on the data			
Success Indicators	<p>Teachers will:</p> Use data to identify the mathematical needs of the students in their class and Target Maths groups and use these understandings in their planning of lessons and groupings Use PAT and MOI data to inform their groupings and teaching practice Use Essential Assessment pre and post test data to assist us with current whole school planners and develop teaching activities related to identified points of growth			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Leaders will:</p> Develop staff knowledge and understanding of Essential Assessment data and how to use it for improving student outcomes Develop staff knowledge and understanding of PAT Maths data and how to use it for improving student outcomes Facilitate PLCs focused on using data to inform best practices for the teaching of numeracy				
<p>An improvement in consistency between teacher judgement and other data sources (Eg. MOI, PAT Maths and NAPLAN) Utilisation of data to inform groupings and targeted areas of teaching. Utilisation of data in PLCs to determine planning directions and for targeted teaching. Evidence of use of data in PDPs in teacher's decision making around Professional Practices as noted in professional dialogue/presentation of practice referring to the use of data in PLCs. Clear evidence of a differentiated curriculum in class-based Mathematics and Target Maths. Increase in the percentage of students in Year 5 in the top 2 bands of NAPLAN numeracy from 24% (2019) to 26% (2021). Increase the percentage of students meeting or above benchmark growth (Year 3 to Year 5) from 73.4% (2019) to 75.4% (2021). Increase the percentage of students in numeracy showing teacher judgement to be at or above the age expected level from 89% (2019) to 90% (2021).</p>				

<p>Training in Essential Assessments for use in pre and post testing by PLCs to determine focus curriculum areas in Mathematics.</p>	<p><input checked="" type="checkbox"/> PLC Leaders</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$400.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Professional Learning on use of Band and Group Reports in PAT testing provided to ALT Team/teaching staff.</p>	<p><input checked="" type="checkbox"/> Numeracy Leader</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>KIS 2 Building practice excellence</p>	<p>To refine and attain precision in the instructional model of the teaching of mathematics</p>			
<p>Actions</p>	<p>Maths ALT members to pilot use of the Workshop Lesson model in the teaching of mathematics consistently across the school. Maths ALT members to pilot use of the Workshop Lesson model in the teaching of mathematics and to consider impacts of student learning outcomes. Teams to implement revised Target Maths model and review by the end of Term 2. Develop staff knowledge, understanding and strategies to leverage student agency in mathematical learning, using Wabisabi Learning practices and Mathematical inquiry. Use of Bloom's taxonomy (Zoonomy) with students in exploring levels of questioning and inquiry.</p>			
<p>Outcomes</p>	<p>Students will: Engage in consistent learning approaches and lesson structures across the school Articulate understanding of lesson learning intentions and success criteria. Demonstrate understanding of how they can improve their progress in Mathematics. Use Bloom's taxonomy (Zoonomy) vocabulary in mathematics learning experiences.</p> <p>Teachers will: Utilise consistent practices which follow the instructional model in the teaching of mathematics Consistently use learning intentions and success criteria in providing structure to lessons and trial the use of Lesson 0 Differentiate student learning and explicitly discuss how progress can be achieved Complete professional learning related to the use of inquiry approaches</p> <p>Leaders will: Provide professional learning opportunities for staff</p>			

	Investigate and research current Mathematical best practices Support staff to build quality teaching practices in mathematics Model best practice			
Success Indicators	Consistency seen in learning approaches and development of common lesson structures across the school in Mathematics Consistency seen in use of learning intentions and success criteria in providing structure to learning practices Use of strategies and approaches for leveraging student agency in mathematical learning documented in Term/Weekly planning. Use of Bloom's taxonomy (Zoonomy) vocabulary by students in mathematical learning experiences. Completion of the Foundations of Inquiry modules (Wabisabi Learning) by teachers. Increase in the percentage of students in Year 5 in the top 2 bands of NAPLAN numeracy from 24% (2019) to 26% (2021). Increase the percentage of students meeting or above benchmark growth (Year 3 to Year 5) from 73.4% (2019) to 75.4% (2021). Increase the percentage of students in numeracy showing teacher judgement to be at or above the age expected level from 89% (2019) to 90% (2021).			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Maths ALT members to research and to pilot use of the Workshop Lesson model.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <input type="checkbox"/> Equity funding will be used
Review of Semester 1 implementation of revised Target Maths model	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning with Wabisabi Learning on Foundation of Inquiry.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning on feedback approaches and models to promote student reflection in mathematics	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	To extend staff curriculum knowledge relating to the teaching and learning of mathematics			
Actions	Provide opportunities for the staff to become familiar and use reSolve Inquiry and other Mathematical Inquiry resources. Use the new MSPS Maths scope and sequence and link the scope and sequence to inquiry-based resources. Conduct PL to develop teacher capacity to develop learning tasks and strategies across the four proficiencies of mathematics. Develop teacher capacity through shared practices identified for implementation by PLCs. Provide PL opportunities for the Maths PLC to attend the 2021 MAV conference and share this progression learning.			
Outcomes	<p>Students will:</p> Learn in an engaging and stimulating environment with develops their mathematical thinking using the four proficiencies Respond to and create deep questions related to mathematical tasks and investigations. Have learning experiences which are differentiated and cater for their identified needs based on data <p>Teachers will:</p> Learn about and implement new strategies and approaches to improve professional practice in the teaching of mathematics Develop further skill in using inquiry approaches to deepen student thinking related to Mathematical ideas and concepts Develop further the capacity to create and implement learning strategies related to the four proficiencies of maths to improve student learning outcomes in mathematics Participate in collaborations with teaching colleagues to examine data and build capacity through use of shared practices <p>Leaders will:</p> Support their colleagues in their daily practice and provide access to resources to support Inquiry approaches Model exemplary teaching practices Share current and proven teaching practices through PLCs Increase their knowledge of Mathematics teaching practices through research, readings and professional learning Provide staff with resources, tools and online sources of education such as the Numeracy Toolkit, reSolve and the Mathematical Companion and MAV site.			

Success Indicators	<p>Documented use of new strategies and approaches included in Term and Weekly Planning.</p> <p>Documented use of inquiry approaches included in Term and Weekly Planning.</p> <p>Inclusion of mathematical activities which cover the four proficiencies of maths included in Term and Weekly Planning.</p> <p>Documented agendas/planning of PLC's using data to inform selection of activities to improve student outcomes in mathematics.</p> <p>Increase in the percentage of students in Year 5 in the top 2 bands of NAPLAN numeracy from 24% (2019) to 26% (2021).</p> <p>Increase the percentage of students meeting or above benchmark growth (Year 3 to Year 5) from 73.4% (2019) to 75.4% (2021).</p> <p>Increase the percentage of students in numeracy showing teacher judgement to be at or above the age expected level from 89% (2019) to 90% (2021).</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide opportunities for the staff to become familiar and use reSolve Inquiry and other Mathematical Inquiry resources.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct PL to develop teacher capacity to develop learning tasks and strategies across the four proficiencies of mathematics.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide PL opportunities for the Maths PLC to attend the 2021 MAV conference	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$1,200.00 <input type="checkbox"/> Equity funding will be used
Term 2 Curriculum Day on four proficiencies	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To optimise Literacy outcomes for all students, with a focus on writing
12 Month Target 3.1	Increase the percentage of students in Year 5 in the top 2 bands of NAPLAN writing from 10%(2019) to 13%(2021).
12 Month Target 3.2	Decrease the percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) from 25%(2019) to 23%(2021).
12 Month Target 3.3	Increase the percentage of students in English modes showing teacher judgement to be at or above the age expected level from: Writing - 87%(2019) to 90%(2021), in line with similar schools
KIS 1 Building practice excellence	To increase staff data literacy in English in order to inform classroom practice
Actions	<p>Update meeting schedule in order for staff to collaborate and analyse data in PLCs to make changes to planning documents and teaching practice</p> <p>Utilising Essential Assessment as another source for the triangulation of data (Year 3-6)</p> <p>English ALT to investigate and update the English Assessment Guidelines to reflect changes in assessment and data collection practices - e.g. PAT testing given at instructional level</p> <p>Professional learning which supports staff collaboration to create moderation and assessment tasks</p> <p>Time to unpack the Victorian Curriculum and various data sources during PLC meetings (including EAL with the new update for 2021)</p> <p>Time to investigate areas of the Literacy Toolkit</p> <p>Implement regular whole school moderation within teams and across teams with criteria and guidelines (triangulation of data)</p> <p>EAL teacher to use RVEAL as an assessment strategy</p>
Outcomes	<p>Students will:</p> <p>Become aware of essential understandings, critical concepts and individual perspectives through the use of learning intentions and success criteria. This will support students to set new goals to direct their learning.</p> <p>Undertake appropriate learning experiences and tasks related directly to their needs</p> <p>Teachers will:</p> <p>Have a greater understanding of various forms of data and how to use informal and formal data to direct their teaching</p> <p>Set appropriate tasks that reflect the needs of the students and challenge them to stretch their learning</p>

	<p>Leaders will: Model the use of data in PLCs Investigate a range of data types to utilise for best practice at MSPS Provide staff with professional learning on data literacy Guide PLCs and conversations about unpacking student data and making alterations to future planning</p>			
Success Indicators	<p>An improvement in consistency between teacher judgement and other data sources (Eg. NAPLAN) An improved understanding of the next step and how to stretch our learners An improvement in teacher capacity to analyse data effectively Clear evidence of a differentiated curriculum The percentage of students in Year 5 in the top 2 bands of NAPLAN writing at 13%(2021). The percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) maintained at 25% (2021). The percentage of students in Writing showing teacher judgement to be at or above the age expected level at 90%(2021).</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning Communities to occur fortnightly based on the FISO improvement cycle. Teams analyse data and make changes to their teaching on a regular basis.	<input checked="" type="checkbox"/> Learning Specialist(s) <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	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional dialogue and coaching conversations providing learning opportunities for staff/teams to read, interpret and utilise literacy data effectively.	<input checked="" type="checkbox"/> Learning Specialist(s) <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	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	To refine and attain precision in the instructional model of the teaching of writing			

Actions	Provide professional learning on effective Writing practices English ALT members to increase their knowledge and understanding of Writing practices Writing moderation (whole school, team, PLC) Staff provided with links and time to unpack the Literacy Toolkit with a particular focus around writing practice An Inquiry Learning Approach will support the planning phase for teachers HITS to support practices being used/implemented by Writing PLCs			
Outcomes	<p>Students will:</p> Engage in learning that is scaffolded and hands-on Engage in goal setting supported by their teacher through conferencing Have an understanding about how they can improve their Writing Be exposed to consistent writing terminology and planning process			
Success Indicators	<p>Teachers will:</p> Demonstrate the knowledge and skills they have gained through PL in their classrooms Actively engage in PLCs based on Writing using the HITS to support discussions and changes Scaffold student learning and explicitly discuss how progress can be achieved Use various levels of questioning in Writing sessions supported by Blooms classroom visuals			
Success Indicators	<p>Leaders will:</p> Provide coaching experiences for new and graduate staff Provide professional learning opportunities for staff Investigate and research current Writing practices Support and coach staff with their teaching practices Model best practice			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff will have a greater understanding of effective and proven Writing practices in order to improve student learning outcomes A decrease in discrepancies between student NAPLAN, PAT, Essential Assessment outcomes and teacher judgements Staff will utilise the Literacy Toolkit for planning and this will be evident in planning documents The percentage of students in Year 5 in the top 2 bands of NAPLAN writing at 13%(2021). The percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) maintained at 25% (2021). The percentage of students in Writing showing teacher judgement to be at or above the age expected level at 90%(2021).				

Staff Professional Learning on effective writing practices	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <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	\$0.00 <input type="checkbox"/> Equity funding will be used
Coaching sessions with modelling of writing practices for new and graduate teachers	<input checked="" type="checkbox"/> Learning Specialist(s) <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
KIS 3 Building practice excellence	To extend staff curriculum knowledge relating to the teaching and learning of English modes			
Actions	Build teacher knowledge and capacity to fully utilise the Victorian English Curriculum, in particularly Writing Build teacher knowledge and capacity to fully utilise the Literacy tool kit in particular in relation to Writing Build teacher knowledge and capacity to fully utilise TEAL Build teacher knowledge and capacity to increase an understanding of the Speaking and Listening Mode Build teacher knowledge and capacity to increase an understanding of the Inquiry Approach and how this is connected to the teaching of all English areas			
Outcomes	Students will: Learn in an engaging and stimulating environment which includes hands on experiences and opportunity for oral language development Have learning experiences which are differentiated to meet their point of need Be extended to achieve their full potential Understand the success criteria and have ownership of how they can make gains in their learning Know and own their next learning target Teachers will: Explore the Victorian Curriculum English modes during PLCs Moderate Speaking and Listening tasks with an emphasis on strategies for differentiation			

	<p>Plan moderation tasks which align with the Writing @MSPS Mode Continuum in Inquiry Teaching Learning Cycle Take part in the MSPS observation process within teams to learn from their peers and make changes to their practice</p> <p>Leaders will: Support their colleagues in their daily practice Model exemplary teaching practices Share current and proven teaching practices through professional learning meetings Increase their knowledge of English teaching practices through research, readings and professional learning Provide staff with resources, tools and online sources of education such as the Literacy Toolkit</p>			
Success Indicators	<p>An improvement understanding of the curriculum at various levels by all staff Staff will have more knowledge of the next learning steps for their students and how to plan for this effectively Staff will have the skills to discuss their data in PLCs and make changes to planning and teaching Clear evidence of a differentiated curriculum in planning documents The percentage of students in Year 5 in the top 2 bands of NAPLAN writing at 13%(2021). The percentage of students in NAPLAN writing showing low growth (Year 3 to Year 5) maintained at 25% (2021). The percentage of students in Writing showing teacher judgement to be at or above the age expected level at 90%(2021).</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole school moderation with a focus on quality	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff have time to unpack the new EAL curriculum as well as the TEAL resource	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff have time to use the Literacy Toolkit for Writing	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Goal 4	To develop autonomous learners through enhancement of student voice and agency			
12 Month Target 4.1	<p>Due to a decline in student voice and agency in 2019 from 85% to 77%, we aim to increase student voice and agency in 2021 to 82%. No data available for 2020.</p> <p>Due to a decline in stimulated learning in 2019 from 88% to 74% we aim to increase stimulated learning to 80% in 2021. No data available in 2020</p>			
12 Month Target 4.2	To maintain the SOS percentage of positive response in the area of Collective Focus on Student Learning of 95% (2019) Limited data available for 2020.			
12 Month Target 4.3	<p>To maintain the POS percentage of positive response in the area of Student Agency and Voice of 86% (2019) No data available for 2020.</p> <p>To increase the POS percentage of positive response in the area of Confidence and Resilience Skills of 91% (2019) to 93% (2021) No data available for 2020.</p>			
KIS 1 Building practice excellence	Develop and build upon whole school understanding of student voice and agency			
Actions	<p>Survey staff, students and parents to establish levels of understanding</p> <p>Conduct professional learning for staff, including relationship between SV and A and Setting Goals, Questioning and Feedback (HITS), including developing common use of Hattie's feedback model</p> <p>Continue to engage with an external expert</p> <p>Utilise Amplify resources</p> <p>Continue building common language and understandings with students</p> <p>Consideration of how Student Voice and Agency can be used as a strategy for improvement of student outcomes in Numeracy and Writing, in PLCs.</p>			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -be able to identify examples of experiences enabling them to have a voice -be able to identify examples of experiences empowering them to have agency in their learning -use technical language when explaining understandings about student voice and agency <p>Teachers will:</p> <ul style="list-style-type: none"> -articulate a clear understanding around Student Voice and Agency, including relationship between SV and A and Setting Goals, Questioning and Feedback (HITS) -continue to engage in professional learning with external experts and lead staff -consistently model the technical language to their students -consider and utilise Student Voice and Agency as a strategy for improving student outcomes across all curriculum areas through PLCs <p>Leaders will:</p> <ul style="list-style-type: none"> -survey staff, students and parents to establish levels of understanding related to Student Voice and Agency -analyse the results from the survey to inform future priorities -lead professional learning -continue to engage an expert to support the development of understandings and practices related to Student Voice and Agency 			
Success Indicators	<p>Planners showing use of language School wide documentation (including vocabulary) Student Portfolios Survey results and analysis Staff PDP Goals and Reflections Professional Learning resources and handouts Classroom displays related to Student Voice and Agency Information to parents via uEducateUs Parent Information sessions 3 Way Conference processes Documentation from PLCs indicating use of Student Voice and Agency</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Survey staff, students and parents - pre and post	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00

	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 3	<input type="checkbox"/> Equity funding will be used
Analyse the results from surveys	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Revisit and deepen understandings from Amplify	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Leadership to monitor use of Student Voice and Agency as a strategy - to be implemented through PLCs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <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
Commence Professional Learning with expert (Wabisabi Learning) on Foundations of Inquiry	<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"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Commence Professional Learning with expert (Wabisabi Learning) on Higher Order Thinking	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$0.00

	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Continue professional learning with expert (Wabisabi Learning) on Ten Shifts of Practice	<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"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Setting expectations and promoting inclusion	The school community will identify the skills and dispositions of an autonomous learner and co-construct a whole school approach			
Actions	<p>Survey staff, students and parents to establish levels of understanding</p> <p>Conduct professional learning for staff, including use of DET Amplify documentation</p> <p>Professional development around common understandings around concept of an autonomous learner</p> <p>Professional development around higher order thinking and questioning (Bloom's Zoonomy)</p> <p>Revisit the school's shared definition of an autonomous learner</p> <p>Continue to engage with an external expert in developing a whole school approach</p> <p>Continue to build common language and understandings with staff</p> <p>Develop staff capacity to build an inquiry planner to facilitate student voice and agency</p> <p>Staff deconstruct Learning Intentions and co-construct Success Criteria with students as part of the Inquiry learning process</p> <p>Consideration of how Student Voice and Agency can be used as a strategy for improvement of student outcomes in Numeracy and Writing, in PLCs.</p>			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -ask higher order questions -demonstrate an understanding of higher order thinking associated with 'Bloom's Zoonomy' -understand how Learning Intentions and Success Criteria can support their learning (Setting Goals) -understand the relationship between goals and Learning Intentions and Success Criteria 			

	<p>Teachers will:</p> <ul style="list-style-type: none"> -articulate a clear understanding around the knowledge, skills and approaches to learning used by autonomous learners -continue to engage in professional learning with external experts and lead staff -consistently model the technical language around autonomy to their students including that of Bloom's Zonomy -begin to use whole school Inquiry planner, focusing on Essential Understandings, Critical Concepts, and Lesson Zero as a team -consider and utilise Student Voice and Agency as a strategy for improving student outcomes across all curriculum areas through PLCs <p>Leaders will:</p> <ul style="list-style-type: none"> -use the data collected in the creation of a common definition of autonomous learners -analyse the results from the survey to inform future priorities -lead professional learning -continue to engage an expert to support the development of understandings and practices related to autonomous learners 			
Success Indicators	<p>School wide documentation Survey results and analysis Staff PDP Goals and Reflections Professional Learning resources and handouts School Inquiry planners Documentation from PLCs indicating use of Student Voice and Agency</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continue Professional Learning with expert (Wabisabi Learning) on Ten Shifts of Practice.	<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"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct Professional Learning on Amplify	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> School Improvement Team		to: Term 2	<input type="checkbox"/> Equity funding will be used
Leadership to monitor use of Student Voice and Agency as a strategy - to be implemented through PLCs	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Survey staff, students and parents	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Analyse the result from the survey	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Commence Professional Learning with expert (Wabisabi Learning) on Foundations of Inquiry	<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 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Commence Professional Learning with expert (Wabisabi Learning) on Higher Order Thinking	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)			<input type="checkbox"/> Equity funding will be used
KIS 3 Intellectual engagement and self-awareness	Co-design student opportunities to exercise authentic agency in their learning			
Actions	<p>Conduct professional learning for staff, including use of DET Amplify documentation</p> <p>Professional development around Future Focussed Learners</p> <p>Professional development around higher order thinking and questioning (Bloom's Zoonomy)</p> <p>Continue to engage with an external expert in developing a whole school approach</p> <p>Continue to build common language and understandings with staff</p> <p>Develop staff capacity to build an inquiry planner to facilitate student voice and agency</p> <p>Staff deconstruct Learning Intentions and co-construct Success Criteria with students as part of the Inquiry learning process</p> <p>Consideration of how Student Voice and Agency can be used as a strategy for improvement of student outcomes in Numeracy and Writing, in PLCs.</p>			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -ask higher order questions -demonstrate an understanding of higher order thinking associated with 'Bloom's Zoonomy' -understand how Learning Intentions and Success Criteria can support their learning (Setting Goals) -understand the relationship between goals and Learning Intentions and Success Criteria <p>Teachers will:</p> <ul style="list-style-type: none"> -articulate a clear understanding around the knowledge, skills and approaches to learning used by autonomous learners -continue to engage in professional learning with external experts and lead staff -consistently model the technical language around autonomy to their students including that of Bloom's Zoonomy -begin to use whole school Inquiry planner, focusing on Essential Understandings, Critical Concepts, and Lesson Zero as a team -consider and utilise Student Voice and Agency as a strategy for improving student outcomes across all curriculum areas through PLCs <p>Leaders will:</p> <ul style="list-style-type: none"> -use the data collected in the creation of a common definition of autonomous learners -analyse the results from the survey to inform future priorities -lead professional learning -continue to engage an expert to support the development of understandings and practices related to autonomous learners 			

Success Indicators	School wide documentation Survey results and analysis Staff PDP Goals and Reflections Professional Learning resources and handouts School Inquiry planners Documentation from PLCs indicating use of Student Voice and Agency			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continue Professional Learning with expert (Wabisabi Learning) on Ten Shifts of Practice.	<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
Conduct Professional Learning on Amplify	<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	\$0.00 <input type="checkbox"/> Equity funding will be used
Leadership to monitor use of Student Voice and Agency as a strategy - to be implemented through PLCs	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Survey staff, students and parents	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Analyse the result from the survey	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Commence Professional Learning with expert (Wabisabi Learning) on Foundations of Inquiry	<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 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Commence Professional Learning with expert (Wabisabi Learning) on Higher Order Thinking	<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 3 to: Term 4	\$0.00 <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	\$1,500.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$1,500.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Maintain contract with DBT - provision of psychologist	from: Term 1 to: Term 4		\$1,500.00	
Totals			\$1,500.00	

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
Training in Essential Assessments for use in pre and post testing by PLCs to determine focus curriculum areas in Mathematics.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning on use of Band and Group Reports in PAT testing provided to ALT Team/teaching staff.	<input checked="" type="checkbox"/> Numeracy Leader	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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Maths ALT members to research and to pilot use of the Workshop Lesson model.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	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"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Professional Learning with Wabisabi Learning on Foundation of Inquiry.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Wabisabi Learning	<input checked="" type="checkbox"/> On-site

Professional Learning on feedback approaches and models to promote student reflection in mathematics	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Provide opportunities for the staff to become familiar and use reSolve Inquiry and other Mathematical Inquiry resources.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Conduct PL to develop teacher capacity to develop learning tasks and strategies across the four proficiencies of mathematics.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Provide PL opportunities for the Maths PLC to attend the 2021 MAV conference	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants MAV Conference Presenters	<input checked="" type="checkbox"/> Off-site MAV Conference
Professional Learning Communities to occur fortnightly based on the FISO improvement cycle. Teams analyse data and make changes to their teaching on a regular basis.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Professional dialogue and coaching conversations providing learning opportunities for staff/teams to read, interpret and utilise literacy data effectively.	<input checked="" type="checkbox"/> Learning Specialist(s) <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"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff Professional Learning on effective writing practices	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <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"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Coaching sessions with modelling of writing practices for new and graduate teachers	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Whole school moderation with a focus on quality	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<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"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

Staff have time to unpack the new EAL curriculum as well as the TEAL resource	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff have time to use the Literacy Toolkit for Writing	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<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"/> On-site
Revisit and deepen understandings from Amplify	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Commence Professional Learning with expert (Wabisabi Learning) on Foundations of Inquiry	<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)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Wabisabi Learning	<input checked="" type="checkbox"/> On-site
Commence Professional Learning with expert (Wabisabi Learning) on Higher Order Thinking	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Wabisabi Learning	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)			<input checked="" type="checkbox"/> PLC/PLT Meeting		
Continue professional learning with expert (Wabisabi Learning) on Ten Shifts of Practice	<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)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Wabisabi Learning	<input checked="" type="checkbox"/> On-site
Continue Professional Learning with expert (Wabisabi Learning) on Ten Shifts of Practice.	<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)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Wabisabi Learning	<input checked="" type="checkbox"/> On-site
Conduct Professional Learning on Amplify	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team		<input checked="" type="checkbox"/> Student voice, including input and feedback			
Commence Professional Learning with expert (Wabisabi Learning) on Foundations of Inquiry	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Wabisabi Learning	<input checked="" type="checkbox"/> On-site
Commence Professional Learning with expert (Wabisabi Learning) on Higher Order Thinking	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Wabisabi Learning	<input checked="" type="checkbox"/> On-site
Continue Professional Learning with expert (Wabisabi Learning) on Ten Shifts of Practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Wabisabi Learning	<input checked="" type="checkbox"/> On-site

Conduct Professional Learning on Amplify	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Commence Professional Learning with expert (Wabisabi Learning) on Foundations of Inquiry	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Wabisabi Learning	<input checked="" type="checkbox"/> On-site
Commence Professional Learning with expert (Wabisabi Learning) on Higher Order Thinking	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Wabisabi Learning	<input checked="" type="checkbox"/> On-site