

# 2020 Annual Implementation Plan

## for improving student outcomes

Park Orchards Primary School (4854)

Park Orchards  
Primary School



Submitted for review by Georgina Daniel (School Principal) on 11 December, 2019 at 03:34 PM  
Endorsed by Mark Flack (Senior Education Improvement Leader) on 11 December, 2019 at 05:34 PM  
Endorsed by Penny Taylor (School Council President) on 20 December, 2019 at 05:59 PM

## Self-evaluation Summary - 2020

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

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

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

<b>Enter your reflective comments</b>	<p>The development of literacy and numeracy Professional Learning Community (PLC) Teams led by the Learning Specialist and the Numeracy and Literacy team leaders, allowed teachers to collaboratively develop a whole school approach to investigate strategies for targeting writing and numeracy teaching to every student's point of need. Through the Peer Observation program, colleagues visited each other's classrooms with the collective focus of improving student learning outcomes in writing and numeracy. The strengthening of the Learning Specialist role enabled modelling of best practice, and continuous support of teacher identified problems of practice in writing and numeracy teaching. Staff involvement in the FISO group continued to 2019 data indicated that the number of students achieving above the age expected Victorian Curriculum level and NAPLAN for reading, writing and number remained similar to 2018. The school's overall achievement in the domain of numeracy indicates a static performance over time. These results possibly indicate that teacher capacity to ensure students maintain high growth in NAPLAN number needs further development. A specific focus for 2020 will be to monitor and evaluate the effectiveness of the agreed writing and numeracy instructional model to continue improving student outcomes in writing and numeracy. Building School Pride: Incorporating personal choice in writing, reading, and regular student conferences are evident in all classes. With recourse to more student data, teachers are giving more accurate and timely feedback to students through learning journal rubrics, conferences and online assessment tools.</p>
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	<p>Teachers are also using 'Bump it Up' to provide explicitly and levelled benchmarks for students and teachers to refer to and track learning. The Attitudes to School Survey indicate pleasing results in all components. A specific focus for 2020 will be to increase student involvement and voice in the organisation of learning tasks.</p>
<p><b>Considerations for 2020</b></p>	<p>Building Practice Excellence:</p> <p>KIS 1</p> <ol style="list-style-type: none"> <li>1. Develop the incoming staff knowledge and capacity to embed the agreed writing and numeracy instructional model across the school</li> <li>2. Use the Victorian Teaching and Learning Model to monitor and evaluate the effectiveness of the agreed writing and numeracy instructional model</li> <li>3. Strengthen the Peer Observation and Walk Through program</li> <li>4. Develop teacher capacity to work as effective teams utilising a PLC process, to improve writing and numeracy outcomes through collaborative planning and assessment practices, including moderation</li> </ol> <p>KIS 2</p> <ol style="list-style-type: none"> <li>1. Develop the incoming staff knowledge and capacity to use the school assessment processes to inform planning for student learning in writing and numeracy</li> <li>2. Focus on using comprehensive formative and summative assessments effectively assess and use evidence to teach students numeracy and writing at their point of need</li> <li>3. Continue developing teacher capacity and understanding to analyse and use student data to plan for effective learning and teaching in writing and numeracy</li> </ol> <p>Empowering Students Building School Pride:</p> <p>KIS 1</p> <ol style="list-style-type: none"> <li>1. Develop teacher and student capacity to co-design aspirational goals and evaluate their own progress and achievement</li> <li>2. Develop teacher capacity to provide regular feedback to students on their progress against individual learning goals and curriculum</li> </ol>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To build practice excellence across the school to maximise the learning growth for every student																																																
<b>Target 1.1</b>	<p><b>2017- 2020 Targets</b></p> <p><b>NAPLAN: Increase the percentage of Year 3 and 5 students in the top two bands in NAPLAN</b></p> <p><b>Yr 3 and Yr 5 NAPLAN Targets</b></p> <table border="1" data-bbox="712 619 1330 890"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Year 3 Band 5+</th> <th colspan="2">Year 5 Band 7+</th> </tr> <tr> <th>13-16</th> <th>17-20</th> <th>13-16</th> <th>17-20</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>62%</td> <td>68%</td> <td>47%</td> <td>52%</td> </tr> <tr> <td><b>Writing</b></td> <td>82%</td> <td>87%</td> <td>36%</td> <td>42%</td> </tr> <tr> <td><b>Number</b></td> <td>55%</td> <td>60%</td> <td>40%</td> <td>45%</td> </tr> </tbody> </table> <p><b>NAPLAN: Increase the relative growth, in all domains, especially in the high band and decrease the percentage of students achieving low relative growth</b></p> <p><b>NAPLAN Yr 3 - 5 Growth Targets</b></p> <table border="1" data-bbox="712 1150 1352 1347"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Low</th> <th colspan="2">High</th> </tr> <tr> <th>13-16</th> <th>17-20</th> <th>13-16</th> <th>17-20</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>20%</td> <td>20%</td> <td>26%</td> <td>30%</td> </tr> <tr> <td><b>Writing</b></td> <td>26%</td> <td>20%</td> <td>35%</td> <td>35%</td> </tr> <tr> <td><b>Number</b></td> <td>17%</td> <td>20%</td> <td>31%</td> <td>31%</td> </tr> </tbody> </table>		Year 3 Band 5+		Year 5 Band 7+		13-16	17-20	13-16	17-20	<b>Reading</b>	62%	68%	47%	52%	<b>Writing</b>	82%	87%	36%	42%	<b>Number</b>	55%	60%	40%	45%		Low		High		13-16	17-20	13-16	17-20	<b>Reading</b>	20%	20%	26%	30%	<b>Writing</b>	26%	20%	35%	35%	<b>Number</b>	17%	20%	31%	31%
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**Teacher Judgements:** Increase the percentage of students achieving A and B in teacher assessments from the 2013-2016 averages in reading, writing and number

**Vic Curriculum A- B Targets**

	<b>A - B</b>	
	<b>13-16</b>	<b>17-20</b>
<b>Reading</b>	46%	50%
<b>Writing</b>	28%	40%
<b>Number</b>	30%	40%

**Attitudes to School Survey (AtSS)**

**Increase AtSS mean factor scores for:**

- **Stimulating learning** from the 2013- 2016 mean factor average of **4.06** to or **4.12** above for 2017-2020
- **Teacher Effectiveness** from the 2013- 2016 mean factor average of **4.41** to **4.56** or above for 2017-2020

**Staff Survey (School Climate module)**

**Increase mean factor scores for:**

- **Teacher Collaboration** from the 2014- 2016 percentage average of **65%** to **72%** or above for 2017-2020

	<ul style="list-style-type: none"> <li>• <b>Academic Emphasis</b> from the 2014- 2016 percentage average of <b>76%</b> to <b>82%</b> or above for 2017-2020</li> <li>• <b>Guaranteed and Viable Curriculum</b> from the 2013- 2016 percentage average of <b>79%</b> to <b>85%</b> or above for 2017-2020</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Continue embedding the agreed writing and numeracy instructional model across the school
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Continue building teacher capacity to effectively assess and use evidence to teach students writing and numeracy at their point of need
<b>Key Improvement Strategy 1.c</b> Instructional and shared leadership	Develop the professional knowledge and capacity of leaders within the school to improve writing and numeracy
<b>Goal 2</b>	To create a climate that empowers students to actively engage in their learning
<b>Target 2.1</b>	<p><b><u>2017- 2020 Targets</u></b></p> <p><b>Attitudes to School Survey (AtSS)</b></p> <p><b>Increase AtSS mean factor scores for:</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher Empathy</b> from the 2013- 2016 mean factor score average of <b>4.45</b> to <b>4.5</b> or above for 2017-2020</li> <li>• <b>Classroom Behaviour</b> from the 2013- 2016 mean factor score average of <b>3.41</b> to or <b>3.5</b> above for 2017-2020</li> <li>• <b>Stimulating learning</b> from the 2013- 2016 mean factor score average of <b>4.06</b> to or <b>4.12</b> above for 2017-2020</li> </ul>

	<p><b>Parent Survey</b></p> <p><b>Increase Parent Survey mean factor scores for:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Focus</b> from the 2014-2016 mean factor score average of <b>5.73</b> to <b>5.80</b> or above for 2017 – 2020</li> <li>• <b>Student Motivation</b> from the 2014-2016 mean factor score average of <b>5.61</b> to <b>5.7</b> or above for 2017 - 2020</li> <li>• <b>Stimulating Learning</b> from the 2014- 2016 mean factor score average of <b>5.81</b> to <b>5.90</b> or above for 2017- 2020</li> <li>• <b>Classroom Behaviour</b> from the 2014-2016 mean factor score average of <b>4.21</b> to <b>4.30</b> or above for 2017 - 2020</li> </ul> <p><b>Staff Survey (Teaching and Learning module)</b></p> <p><b>Increase mean factor scores for:</b></p> <ul style="list-style-type: none"> <li>• <b>Setting Objectives and Providing Feedback</b> from the Primary School Region 2015- 2016 mean score average of <b>84</b> to <b>86</b> or above for 2017-2020</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Empowering students and building school pride</p>	<p>Build the capacity of teachers to enhance active student engagement in their learning</p>
<p><b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness</p>	<p>Build the capacity of students to identify, articulate and inform their own learning growth</p>
<p><b>Key Improvement Strategy 2.c</b></p>	<p>Develop student understanding of themselves as learners</p>



Intellectual engagement and self-awareness	
<b>Goal 3</b>	To continue developing the positive approaches conducted by the school to support student wellbeing
<b>Target 3.1</b>	See targets from student engagement.
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Continue developing a whole school approach building safe and inclusive learning community

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																									
To build practice excellence across the school to maximise the learning growth for every student	Yes	<p><b>2017- 2020 Targets</b></p> <p><b>NAPLAN: Increase the percentage of Year 3 and 5 students in the top two bands in NAPLAN</b></p> <p><b>Yr 3 and Yr 5 NAPLAN Targets</b></p> <table border="1" data-bbox="831 826 1447 1099"> <thead> <tr> <th></th> <th colspan="2">Year 3 Band 5+</th> <th colspan="2">Year 5 Band 7+</th> </tr> <tr> <th></th> <th>13-16</th> <th>17-20</th> <th>13-16</th> <th>17-20</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>62%</td> <td>68%</td> <td>47%</td> <td>52%</td> </tr> <tr> <td><b>Writing</b></td> <td>82%</td> <td>87%</td> <td>36%</td> <td>42%</td> </tr> <tr> <td><b>Number</b></td> <td>55%</td> <td>60%</td> <td>40%</td> <td>45%</td> </tr> </tbody> </table> <p><b>NAPLAN: Increase the relative growth, in all domains, especially in the high band and decrease the percentage of students achieving low relative growth</b></p> <p><b>NAPLAN Yr 3 - 5 Growth Targets</b></p>		Year 3 Band 5+		Year 5 Band 7+			13-16	17-20	13-16	17-20	<b>Reading</b>	62%	68%	47%	52%	<b>Writing</b>	82%	87%	36%	42%	<b>Number</b>	55%	60%	40%	45%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>1. NAPLAN: Increase the percentage of Year 3 and 5 students in the top two bands in NAPLAN</p> <ul style="list-style-type: none"> <li>Year 3 Reading: 2017-2019 69% to 70% in 2017- 2020</li> <li>Year 3 Writing: 2017-2019 82% to 87% in 2017- 2020</li> <li>Year 3 Number: 2017-2019 64% to 65% in 2017- 2020</li> <li>Year 5 Reading: 2017-2019 53% to 54% in 2017- 2020</li> <li>Year 5 Writing: 2017-2019 24% to 42% in 2017- 2020</li> <li>Year 5 Number: 2017-2019 49% to 50% in 2017- 2020</li> </ul> <p>2. NAPLAN: Increase the relative growth, in all domains, especially in the high band and decrease the percentage of students achieving low relative growth</p> <p>Reading: Low: 2017-19 (23%), 2017-20 (20%) High: 2017-19 (24%), 2017-20 (30%)</p> <p>Writing: Low: 2017-2019 (30%), 2017-2019 (20%) High: 2017-19 (23%),2017-20 (35%)</p> <p>Number: Low: 2017-19 (24%), 2017-20</p>
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**Teacher Judgements:** Increase the percentage of students achieving A and B in teacher assessments from the 2013-2016 averages in reading, writing and number

#### Vic Curriculum A- B Targets

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- **Teacher Effectiveness** from the 2013- 2016 mean factor average of **4.41** to **4.56** or above for 2017- 2020

(20%)  
High: 2017-19 (22%), 2017-20 (31%)

3. Victorian Curriculum Teacher Judgements: Increase the percentage of students achieving above age expected level in brackets (NB. A/B rating changed in 2018)

- Reading- (48% Sem 1) in 2019 to (50%) in 2020
- Writing- (30% Sem 1) in 2019 to (40%) in 2020
- Number- (40% Sem 1) in 2019 to (41%) in 2020

4. Attitudes to School Survey (AtSS): Increase AtSS percentage endorsed for:

- Stimulating learning from 96% in 2019 to 97% or above in 2020
- Effective Teaching Time from 90% in 2019 to 91% or above in 2020

5. Staff Survey (School Climate module): Increase Staff Survey percentage endorsed for:

- Teacher Collaboration from 59% in 2019 to 60% in 2020
- Academic Emphasis from 71% in 2019 to 72% in 2020

		<p><b>Staff Survey (School Climate module)</b></p> <p><b>Increase mean factor scores for:</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher Collaboration</b> from the 2014- 2016 percentage average of <b>65%</b> to <b>72%</b> or above for 2017-2020</li> <li>• <b>Academic Emphasis</b> from the 2014- 2016 percentage average of <b>76%</b> to <b>82%</b> or above for 2017-2020</li> <li>• <b>Guaranteed and Viable Curriculum</b> from the 2013- 2016 percentage average of <b>79%</b> to <b>85%</b> or above for 2017-2020</li> </ul>	
<p>To create a climate that empowers students to actively engage in their learning</p>	<p>Yes</p>	<p><b><u>2017- 2020 Targets</u></b></p> <p><b>Attitudes to School Survey (AtSS)</b></p> <p><b>Increase AtSS mean factor scores for:</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher Empathy</b> from the 2013- 2016 mean factor score average of <b>4.45</b> to <b>4.5</b> or above for 2017-2020</li> <li>• <b>Classroom Behaviour</b> from the 2013- 2016 mean factor score average of <b>3.41</b> to or <b>3.5</b> above for 2017-2020</li> </ul>	<ol style="list-style-type: none"> <li>1. NAPLAN and Victorian Curriculum Data (See Goal 1)</li> <li>2. Increase Attitudes to School Survey (AtSS) percentage agree for: <ul style="list-style-type: none"> <li>• Student Voice and Agency from 77% in 2019 to 78% in 2020</li> <li>• Teacher Concern (Teacher Empathy) from 80% in 2019 to 81% in 2020</li> <li>• Classroom Behaviour from 86% in 2019 to 87% in 2020</li> </ul> </li> <li>3. Parent Survey: Increase Parent Survey percentage agree for: <ul style="list-style-type: none"> <li>• Student Motivation from 78% in 2019 to 79% in 2020</li> </ul> </li> </ol>

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To continue developing the positive approaches conducted by the school to support student wellbeing	No	See targets from student engagement.	
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<b>Goal 1</b>	To build practice excellence across the school to maximise the learning growth for every student
<b>12 Month Target 1.1</b>	<p>1. NAPLAN: Increase the percentage of Year 3 and 5 students in the top two bands in NAPLAN</p> <ul style="list-style-type: none"> <li>• Year 3 Reading: 2017-2019 69% to 70% in 2017- 2020</li> <li>• Year 3 Writing: 2017-2019 82% to 87% in 2017- 2020</li> <li>• Year 3 Number: 2017-2019 64% to 65% in 2017- 2020</li> <li>• Year 5 Reading: 2017-2019 53% to 54% in 2017- 2020</li> <li>• Year 5 Writing: 2017-2019 24% to 42% in 2017- 2020</li> <li>• Year 5 Number: 2017-2019 49% to 50% in 2017- 2020</li> </ul> <p>2. NAPLAN: Increase the relative growth, in all domains, especially in the high band and decrease the percentage of students achieving low relative growth</p> <p>Reading: Low: 2017-19 (23%), 2017-20 (20%) High: 2017-19 (24%), 2017-20 (30%)  Writing: Low: 2017-2019 (30%), 2017-2019 (20%) High: 2017-19 (23%),2017- 20 (35%)  Number: Low: 2017-19 (24%), 2017-20 (20%)  High: 2017-19 (22%), 2017-20 (31%)</p> <p>3. Victorian Curriculum Teacher Judgements: Increase the percentage of students achieving above age expected level in brackets (NB. A/B rating changed in 2018)</p> <ul style="list-style-type: none"> <li>• Reading- (48% Sem 1) in 2019 to (50%) in 2020</li> <li>• Writing- (30% Sem 1) in 2019 to (40%) in 2020</li> <li>• Number- (40% Sem 1) in 2019 to (41%) in 2020</li> </ul> <p>4. Attitudes to School Survey (AtSS): Increase AtSS percentage endorsed for:</p> <ul style="list-style-type: none"> <li>• Stimulating learning from 96% in 2019 to 97% or above in 2020</li> <li>• Effective Teaching Time from 90% in 2019 to 91% or above in 2020</li> </ul> <p>5. Staff Survey (School Climate module): Increase Staff Survey percentage endorsed for:</p> <ul style="list-style-type: none"> <li>• Teacher Collaboration from 59% in 2019 to 60% in 2020</li> <li>• Academic Emphasis from 71% in 2019 to 72% in 2020</li> </ul>

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Continue embedding the agreed writing and numeracy instructional model across the school	Yes
<b>KIS 2</b> Curriculum planning and assessment	Continue building teacher capacity to effectively assess and use evidence to teach students writing and numeracy at their point of need	Yes
<b>KIS 3</b> Instructional and shared leadership	Develop the professional knowledge and capacity of leaders within the school to improve writing and numeracy	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Reading: We have met our SSP (2017-2020) targets for the number of year 3 and 5 students in the top two bands. We are on track to meet the SSP target set for increasing the number of students with high reading growth and decreasing the number of students with low reading growth. We are also on track with meeting the SSP target set to increase the percentage of students achieving above Victorian Curriculum age expected level.</p> <p>Writing: The number of year 3 students in the top two bands for NAPLAN is well above the results for similar schools. The school's year 5 writing achievement has been increasing steadily since 2017. We have met our SSP (2017-2020) targets for the number of year 3 students in the top two bands, however this is not the case for our year 5 students. To meet the SSP target set for increasing the number of year 5 students achieving high writing growth and decreasing the number of students with low writing growth, a specific focus for 2020, will be to build the capacity of teachers and students to lift the writing achievement outcomes for year 4, 5 and 6 students. To meeting the SSP target set to increase the percentage of students achieving above Victorian Curriculum age expected level, there will be a continued focus on differentiating the teaching of writing across the school, to lift middle achieving students to become higher achieving students.</p> <p>Number: We have met our SSP (2017-2020) targets for the number of year 3 and 5 students in the top two bands. We are on track to meet the SSP target set for increasing the number of students with high number growth and decreasing the number of students with low number growth. We are also on track with meeting the SSP target to increase the percentage of students achieving above Victorian Curriculum age expected level. The school's overall achievement in the domain of numeracy indicates a static performance over time and therefore differentiation and goal setting will continue to be a focus for 2020.</p>	
<b>Goal 2</b>	To create a climate that empowers students to actively engage in their learning	

<b>12 Month Target 2.1</b>	<p>1. NAPLAN and Victorian Curriculum Data (See Goal 1)</p> <p>2. Increase Attitudes to School Survey (AtSS) percentage agree for:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency from 77% in 2019 to 78% in 2020</li> <li>• Teacher Concern (Teacher Empathy) from 80% in 2019 to 81% in 2020</li> <li>• Classroom Behaviour from 86% in 2019 to 87% in 2020</li> </ul> <p>3. Parent Survey: Increase Parent Survey percentage agree for:</p> <ul style="list-style-type: none"> <li>• Student Motivation from 78% in 2019 to 79% in 2020</li> <li>• Stimulating Learning from 82% in 2019 to 83% in 2020</li> <li>• Effective teaching from 82% in 2019 to 83% in 2020</li> </ul> <p>4. Staff Survey (Teaching and Learning module): Increase percentage endorsed for:</p> <ul style="list-style-type: none"> <li>• Teacher Collaboration from 59% in 2019 to 60% in 2020</li> <li>• Academic Emphasis from 71% in 2019 to 72% in 2020</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Build the capacity of teachers to enhance active student engagement in their learning	No
<b>KIS 2</b> Intellectual engagement and self-awareness	Build the capacity of students to identify, articulate and inform their own learning growth	Yes
<b>KIS 3</b> Intellectual engagement and self-awareness	Develop student understanding of themselves as learners	No



Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

As mentioned in the Building Practice Excellence goal, the student NAPLAN and Victorian Curriculum data indicate static results in number and a decline in writing high growth results from year 3 to 5. A continued focus is required for building the teacher's capacity to actively engage students learning at their point of need. Further, the Attitudes to School data (Student Voice and Agency) indicate that students from 4-6 may require further opportunities with identifying, articulating and being actively involved in their learning program and development.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To build practice excellence across the school to maximise the learning growth for every student
<b>12 Month Target 1.1</b>	<p>1. NAPLAN: Increase the percentage of Year 3 and 5 students in the top two bands in NAPLAN</p> <ul style="list-style-type: none"> <li>• Year 3 Reading: 2017-2019 69% to 70% in 2017- 2020</li> <li>• Year 3 Writing: 2017-2019 82% to 87% in 2017- 2020</li> <li>• Year 3 Number: 2017-2019 64% to 65% in 2017- 2020</li> <li>• Year 5 Reading: 2017-2019 53% to 54% in 2017- 2020</li> <li>• Year 5 Writing: 2017-2019 24% to 42% in 2017- 2020</li> <li>• Year 5 Number: 2017-2019 49% to 50% in 2017- 2020</li> </ul> <p>2. NAPLAN: Increase the relative growth, in all domains, especially in the high band and decrease the percentage of students achieving low relative growth</p> <p>Reading: Low: 2017-19 (23%), 2017-20 (20%) High: 2017-19 (24%), 2017-20 (30%)  Writing: Low: 2017-2019 (30%), 2017-2019 (20%) High: 2017-19 (23%),2017- 20 (35%)  Number: Low: 2017-19 (24%), 2017-20 (20%)  High: 2017-19 (22%), 2017-20 (31%)</p> <p>3. Victorian Curriculum Teacher Judgements: Increase the percentage of students achieving above age expected level in brackets (NB. A/B rating changed in 2018)</p> <ul style="list-style-type: none"> <li>• Reading- (48% Sem 1) in 2019 to (50%) in 2020</li> <li>• Writing- (30% Sem 1) in 2019 to (40%) in 2020</li> <li>• Number- (40% Sem 1) in 2019 to (41%) in 2020</li> </ul> <p>4. Attitudes to School Survey (AtSS): Increase AtSS percentage endorsed for:</p> <ul style="list-style-type: none"> <li>• Stimulating learning from 96% in 2019 to 97% or above in 2020</li> <li>• Effective Teaching Time from 90% in 2019 to 91% or above in 2020</li> </ul> <p>5. Staff Survey (School Climate module): Increase Staff Survey percentage endorsed for:</p> <ul style="list-style-type: none"> <li>• Teacher Collaboration from 59% in 2019 to 60% in 2020</li> <li>• Academic Emphasis from 71% in 2019 to 72% in 2020</li> </ul>
<b>KIS 1</b>	Continue embedding the agreed writing and numeracy instructional model across the school

<b>Building practice excellence</b>	
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Develop the incoming staff knowledge and capacity to embed the agreed writing and numeracy instructional model across the school</li> <li>2. Use the Victorian Teaching and Learning Model to monitor and evaluate the effectiveness of the agreed writing and numeracy instructional model</li> <li>3. Strengthen the Peer Observation and Principal Team Walk Through program</li> <li>4. Develop teacher capacity to work as effective teams utilising a PLC process, to improve writing and numeracy outcomes through collaborative planning and assessment practices, including moderation</li> </ol>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Read, write and participate in writing and numeracy lessons every day (5 hours per week)</li> <li>- Be able to articulate their personal goals, and know when they have successfully achieved them (weekly)</li> <li>- Be able to track their writing and numeracy progress using Learning Journal Task rubrics (1 per term)</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Implement the agreed instructional model for writing and numeracy (every day)</li> <li>- Regularly share their learning from peer observation visits with their colleagues as evidenced in PDPs, meeting minutes and teacher notes from observations (1 per term)</li> <li>- Participate in PLC meetings and plan and implement an inquiry for literacy and numeracy (fortnightly)</li> </ul> <p>Learning Specialist will:</p> <ul style="list-style-type: none"> <li>- Conduct regular classroom visits (weekly)</li> <li>- Demonstrate writing and numeracy best practice (weekly)</li> <li>- Engage in regular conversations about writing and numeracy practice (weekly)</li> <li>- Mentor new staff (weekly)</li> </ul> <p>Principal Team will:</p> <ul style="list-style-type: none"> <li>- Provide professional learning opportunities focused on writing and numeracy teaching and learning best practice (curriculum days, fortnightly PLC meetings)</li> <li>- Provide weekly collaborative planning times (weekly) and professional practice days (1 per term)</li> <li>- Conduct regular classroom visits and engage in regular conversations about literacy and numeracy practice (weekly)</li> <li>- Facilitate regular School Improvement, Action Team and PLC Meetings (fortnightly)</li> </ul>
<b>Success Indicators</b>	<p>Staff, student or parent surveys (School Staff Survey, AtoSS)</p> <p>NAPLAN and Victorian Curriculum data</p> <p>Teaching and learning programs (term/ semester/year teaching and learning programs, lesson plans, learning resources)</p> <p>Classroom observations (lesson observation notes, student survey data, peer observation notes)</p> <p>Reflection and feedback (student conference notes, teacher-student records, parent feedback)</p>

	Student assessment and learning (assessment plans and schedules, assessment tools, diagnostic instruments, data walls) Collaboration and communication (co-constructed resources, learning, journal tasks, meeting minutes) Professional learning (professional learning plans, action research, PLC journals, professional learning workshops/forums)			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop the incoming staff knowledge and capacity to use the school assessment processes to inform planning for student learning in writing and numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Regular participation in the peer observation program	<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 type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Participation in the FISO community of practice approach with Wonga Park PS and Rangeview PS (investigate PL with Misty Adoniou)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Provide Toe by Toe program for identified students yr 3-6 students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Provide literacy support for identified 1-2 students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input type="checkbox"/> Equity funding will be used
Provide regular professional learning opportunities using the literacy and numeracy portals	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <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
Organise and develop regular PLC curriculum team meetings with a focus on writing and numeracy teaching and learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <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
Use DET resource Peer Observation Feedback and Reflection guides to strengthen the whole school program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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
Nominate staff to participate in the Bastow Leading Literacy and Numeracy courses	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <input type="checkbox"/> Equity funding will be used

Professional Practice Day focus visiting Wonga Park PS to investigate numeracy best practice	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$7,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Curriculum planning and assessment	Continue building teacher capacity to effectively assess and use evidence to teach students writing and numeracy at their point of need			
<b>Actions</b>	1. Develop the incoming staff knowledge and capacity to use the school assessment processes to inform planning for student learning in writing and numeracy 2. Focus on using comprehensive formative and summative assessments effectively assess and use evidence to teach students numeracy and writing at their point of need 3. Continue developing teacher capacity and understanding to analyse and use student data to plan for effective learning and teaching in writing and numeracy			
<b>Outcomes</b>	Students will: <ul style="list-style-type: none"> <li>• Participate in pre and post-tests (at least 1 per term)</li> <li>• Articulate what they have achieved and their next steps in their writing and numeracy learning (every week)</li> <li>• Set stretch goals in writing and numeracy during regular teaching conferences (every four weeks)</li> <li>• Complete Learning Journal tasks and reflect on them (every term)</li> <li>• Participate in Student-Led Conferences (June)</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>• Track student literacy and numeracy data electronically (weekly)</li> <li>• Conduct pre and post-tests and formative assessments (at least 1 per term)</li> <li>• Provide learning tasks that are purposeful, student-centred and allow individual entry and exit points as evidenced in weekly, term and yearly planners</li> <li>• Report to parents via Compass (formative- LJ tasks) each term and at the end of each semester (summative reports)</li> <li>• Regularly review the data and update learning programs accordingly in planning meetings (weekly)</li> </ul> Learning Specialist will: <ul style="list-style-type: none"> <li>• Conduct regular classroom visits (weekly)</li> <li>• Engage in regular conversations about identified students (weekly)</li> </ul> Principal Team will: <ul style="list-style-type: none"> <li>• Attend planning meetings and facilitate case management meetings (weekly)</li> <li>• Track student literacy and numeracy data electronically (every term)</li> </ul>			

	<ul style="list-style-type: none"> <li>• Engage in regular conversations about writing and numeracy student data (weekly)</li> <li>• Facilitate SIT, SAT and PLC meetings with a focus on the data (fortnightly)</li> </ul>			
<b>Success Indicators</b>	<p>Staff, student or parent surveys (School Staff Survey, AtoSS)</p> <p>NAPLAN and Victorian Curriculum data</p> <p>Teaching and learning programs, (term/ semester/year teaching and learning programs, lesson plans, learning resources)</p> <p>Classroom observations, (lesson observation notes, student survey data)</p> <p>Reflection and feedback (student conference notes, teacher-student records, parent feedback)</p> <p>Student assessment and learning (assessment plans and schedules, assessment tools, diagnostic instruments, data walls, student reports)</p> <p>Collaboration and communication (learning, journal tasks, meeting minutes)</p> <p>Professional learning (professional learning plans, action research, PLC journals, professional learning workshops/forums)</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Regularly review student writing and numeracy data (SIT, SAT, PLC meetings) and engage in case management meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Collect, enter onto whole school tracking documents and analyse student writing and numeracy data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(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
Use data in collaborative planning meetings to guide weekly lessons	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(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
Conduct regular moderation sessions as per Assessment Schedule eg. Learning Journal tasks and rubrics	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(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
Literacy and Numeracy PLC teams to conduct an inquiry into a problem of practice related to teaching students writing and numeracy at their point of need	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <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
Refine Learning journal tasks and rubrics	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To create a climate that empowers students to actively engage in their learning			
<b>12 Month Target 2.1</b>	1. NAPLAN and Victorian Curriculum Data (See Goal 1) 2. Increase Attitudes to School Survey (AtSS) percentage agree for: <ul style="list-style-type: none"> <li>• Student Voice and Agency from 77% in 2019 to 78% in 2020</li> <li>• Teacher Concern (Teacher Empathy) from 80% in 2019 to 81% in 2020</li> <li>• Classroom Behaviour from 86% in 2019 to 87% in 2020</li> </ul> 3. Parent Survey: Increase Parent Survey percentage agree for: <ul style="list-style-type: none"> <li>• Student Motivation from 78% in 2019 to 79% in 2020</li> <li>• Stimulating Learning from 82% in 2019 to 83% in 2020</li> </ul>			



	<ul style="list-style-type: none"> <li>• Effective teaching from 82% in 2019 to 83% in 2020</li> </ul> <p>4. Staff Survey (Teaching and Learning module): Increase percentage endorsed for:</p> <ul style="list-style-type: none"> <li>• Teacher Collaboration from 59% in 2019 to 60% in 2020</li> <li>• Academic Emphasis from 71% in 2019 to 72% in 2020</li> </ul>
<b>KIS 1</b> Intellectual engagement and self-awareness	Build the capacity of students to identify, articulate and inform their own learning growth
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Develop teacher and student capacity to evaluate their own progress and achievement and co-design aspirational goals</li> <li>2. Develop teacher capacity to provide regular feedback to students on their progress against individual learning goals and curriculum</li> </ol>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify and articulate their strengths and areas for improvement in writing and numeracy (daily)</li> <li>• Self-evaluate and co-design their next 'stretch' goal with their teacher (at least 1 per term)</li> <li>• Participate in teacher/student conferencing (weekly) and Student-Led Conferences (June)</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Communicate with students' high expectations (start of each term)</li> <li>• Assess students' needs to assist them with their individual goals</li> <li>• Plan to incorporate stretch goals for all students in writing and numeracy (weekly planning meetings)</li> <li>• Conduct regular student conferences to give students feedback about their learning progress (weekly)</li> <li>• Collaborate with students to identify and articulate their next 'stretch' goal in writing and numeracy (at least 1 per term)</li> <li>• Give explicit feedback during lessons about individual learning intentions and success criteria (daily)</li> <li>• Share resources assisting colleagues with strategies to embed stretch goal setting into their learning programs (fortnightly Unit meetings)</li> </ul> <p>Learning Specialist will:</p> <ul style="list-style-type: none"> <li>• Conduct regular classroom visits (weekly)</li> <li>• Engage in conversations with teachers about individual student goals in writing and numeracy</li> </ul> <p>Principal Team will:</p> <ul style="list-style-type: none"> <li>• Provide professional learning to enhance teacher capacity to engage in conferences and set goals</li> <li>• Attend planning meetings and assist teachers with embedding 'stretch' goal setting into their learning programs</li> <li>• Develop and share resources assisting teachers with strategies to embed 'stretch' goal setting into their learning programs</li> <li>• Facilitate SIT, SAT and PLC meetings with a focus on student goal setting</li> </ul>

<b>Success Indicators</b>	Staff, student or parent surveys (School Staff Survey, AtoSS) NAPLAN and Victorian Curriculum data Teaching and learning programs, (term/ semester/year teaching and learning programs, lesson plans, learning resources) Classroom observations, (lesson observation notes, student survey data) Reflection and feedback (student conference notes, teacher-student records, parent feedback) Student assessment and learning (assessment plans and schedules, assessment tools, diagnostic instruments, data walls, student reports) Collaboration and communication (learning, journal tasks, meeting minutes) Professional learning (professional learning plans, action research, PLC journals, professional learning workshops/forums)			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Use the literacy and numeracy developmental continuum to assist teachers and students with 'stretch' goal setting	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional learning about about effectively conducting writing conferences	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <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
Professional learning about using Mathletics	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
LJ rubrics and assessments given to students and parents just after the LJ tasks and specifying achievements and next steps	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Teacher and students participate in regular conferences focussing on learning goals and progress	<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

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$10,000.00	\$7,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$10,000.00</b>	<b>\$7,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide Toe by Toe program for identified students yr 3-6 students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$7,000.00
<b>Totals</b>			<b>\$10,000.00</b>	<b>\$7,000.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop the incoming staff knowledge and capacity to use the school assessment processes to inform planning for student learning in writing and numeracy	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site
Participation in the FISO community of practice approach with Wonga Park PS and Rangeview PS (investigate PL with Misty Adoniou)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Organise and develop regular PLC curriculum team meetings with a focus on writing and numeracy teaching and learning	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site

Nominate staff to participate in the Bastow Leading Literacy and Numeracy courses	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
Professional Practice Day focus visiting Wonga Park PS to investigate numeracy best practice	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Wonga Park PS
Professional learning about using Mathematics	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Mathematics	<input checked="" type="checkbox"/> On-site