

2023 Annual Implementation Plan

for improving student outcomes

Parkwood Green Primary School (5480)



Submitted for review by Robert Kotevski (School Principal) on 20 December, 2022 at 02:37 PM
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 28 December, 2022 at 11:04 AM
Endorsed by Jocelyn Brabin (School Council President) on 04 January, 2023 at 08:33 AM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding

	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
--	--	--

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<ul style="list-style-type: none"> - Continuing with the same practices and consistency across all year levels with support of our middle leaders, leadership team - PLC training and professional learning - Student growth has been evident in all areas of the curriculum and wellbeing - Positive supportive student staff relationships
Considerations for 2023	- All goals and considerations have been outlined in the individual goals within our evaluation.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal
</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning outcomes in Reading and Writing
Target 2.1	<p>NAPLAN Reading data</p> <ul style="list-style-type: none"> • Increase the percentage of Year 5 students in the top two bands in Reading from 30 per cent in 2018 to 50 per cent by 2023 • Increase the percentage of students in Year 5 achieving high to medium Relative growth in Reading from 80 per cent in 2018 to 90 per cent by 2023 • Reduce the percentage of students in Year 5 in the bottom two bands in Reading from 19 per cent in 2018 to 10 per cent by 2023
Target 2.2	<p>NAPLAN Writing data</p> <ul style="list-style-type: none"> • Increase the percentage of Year 5 students in the top two bands in Writing from 9 per cent in 2018 to 25 per cent by 2023 • Increase the percentage of Year 5 students achieving high to medium Relative growth in Writing from 72 per cent in 2018 to 90 per cent by 2023

	<ul style="list-style-type: none"> • Reduce the percentage of students in Year 5 in the bottom two bands in Writing from 19 per cent in 2018 to 10 per cent by 2023
Target 2.3	<p>Teacher Judgements</p> <ul style="list-style-type: none"> • Decrease the percentage of students achieving below expected level in Writing from 22 per cent to 15 per cent by 2023
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop, embed, and evaluate a guaranteed and viable curriculum in Reading and Writing underpinned by the Victorian Curriculum and supported by an agreed instructional model
Key Improvement Strategy 2.b Evaluating impact on learning	Build staff, leadership and Professional Learning Team capacity in data literacy in order to differentiate and measure impact on teaching and learning in Reading and Writing
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build staff and leadership capacity to embed High Impact Teaching Strategies in instructional practice across the school.
Goal 3	To improve student learning outcomes in Numeracy
Target 3.1	<p>NAPLAN Numeracy data</p> <ul style="list-style-type: none"> • Increase the percentage of Year 5 students in the top two bands in Numeracy from 18 per cent in 2018 to 35 per cent by 2023 • Increase the percentage of Year 5 students achieving high to medium Relative growth in Numeracy from 73 per cent in 2018 to 90 per cent by 2023 • Reduce the percentage of students in Year 5 in the bottom two bands in Numeracy from 15 per cent in 2018 to 7.5 per cent by 2023.

Target 3.2	Teacher Judgements <ul style="list-style-type: none"> ● Improve the percentage of students achieving above expected level in Number and Algebra from 22 per cent to 30 per cent by 2023 ● Decrease the percentage of students achieving below expected level in Number and Algebra from 15 per cent to 10 per cent by 2023
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Develop, embed, and evaluate a guaranteed and viable curriculum in Numeracy underpinned by the Victorian Curriculum and supported by an agreed instructional model
Key Improvement Strategy 3.b Building leadership teams	Build staff, leadership, Professional Learning Team capacity in data literacy in order to differentiate and measure impact on teaching and learning in Numeracy
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Embed the agreed Numeracy model throughout the school using research-based evidence and informed teaching practices in Numeracy.
Goal 4	To improve student learning outcomes through a whole school culture of excellence
Target 4.1	Staff Opinion Survey (whole school) <ul style="list-style-type: none"> ● Improve the positive endorsement of Cultural leadership from 64 per cent in 2018 to 75 per cent by 2023 ● Improve the positive endorsement for Collective efficacy from 59 per cent in 2018 to 75 per cent by 2023 ● Improve the positive endorsement for Academic emphasis from 51 per cent in 2018 to 75 per cent by 2023
Target 4.2	Parent Opinion Survey

	<ul style="list-style-type: none"> • Improve the positive endorsement for High expectations for success from 75 per cent in 2018 to 81 per cent by 2023
Target 4.3	<p>Attitude to School Survey</p> <ul style="list-style-type: none"> • Improve the positive endorsement for Student motivation and support from 71 per cent in 2018 to 80 per cent by 2023 • Improve the positive endorsement for Student voice and agency from 72 per cent in 2018 to 80 per cent by 2023
Key Improvement Strategy 4.a Vision, values and culture	Engage the school community in the development and implementation of a school wide vision of excellence
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Build teacher capacity to develop and embed student voice and agency in learning
Key Improvement Strategy 4.c Vision, values and culture	Embed a consistent approach to School Wide Positive Behaviours underpinned by the vision of Parkwood Green Primary School
Key Improvement Strategy 4.d Setting expectations and promoting inclusion	Develop and embed leadership skills of all students to set high expectations of themselves and a strong sense of school and community pride.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal
 In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Increase student voice and agency from 56% to 65% in 2023.
To improve student learning outcomes in Reading and Writing	Yes	<p>NAPLAN Reading data</p> <ul style="list-style-type: none"> • Increase the percentage of Year 5 students in the top two bands in Reading from 30 per cent in 2018 to 50 per cent by 2023 • Increase the percentage of students in Year 5 achieving high to medium Relative growth in Reading from 80 per cent in 2018 to 90 per cent by 2023 • Reduce the percentage of students in Year 5 in the bottom two bands in Reading from 19 per cent in 2018 to 10 per cent by 2023 	- Increase the percentage of Year 5 students in the top two bands in Reading from 40 per cent in 2022 to 50 per cent by 2023 - Reduce the percentage of students in Year 5 in the bottom two bands in Reading from 15 per cent in 2022 to 10 per cent by 2023
		<p>NAPLAN Writing data</p>	- Increase the percentage of Year 5 students in the top two bands in Writing from 23 per cent in 2022 to 25 per cent by 2023

		<ul style="list-style-type: none"> • Increase the percentage of Year 5 students in the top two bands in Writing from 9 per cent in 2018 to 25 per cent by 2023 • Increase the percentage of Year 5 students achieving high to medium Relative growth in Writing from 72 per cent in 2018 to 90 per cent by 2023 • Reduce the percentage of students in Year 5 in the bottom two bands in Writing from 19 per cent in 2018 to 10 per cent by 2023 	<ul style="list-style-type: none"> - Reduce the percentage of students in Year 5 in the bottom two bands in Writing from 21 per cent in 2022 to 15 per cent by 2023
		<p>Teacher Judgements</p> <ul style="list-style-type: none"> • Decrease the percentage of students achieving below expected level in Writing from 22 per cent to 15 per cent by 2023 	<ul style="list-style-type: none"> - Decrease the percentage of students achieving below expected level in Writing from 41 per cent 2022 to 30 per cent by 2023
To improve student learning outcomes in Numeracy	Yes	<p>NAPLAN Numeracy data</p> <ul style="list-style-type: none"> • Increase the percentage of Year 5 students in the top two bands in Numeracy from 18 per cent in 2018 to 35 per cent by 2023 • Increase the percentage of Year 5 students achieving high to medium Relative growth in Numeracy from 73 per cent in 2018 to 90 per cent by 2023 • Reduce the percentage of students in Year 5 in the bottom two bands in Numeracy from 15 per cent in 2018 to 7.5 per cent by 2023. 	<ul style="list-style-type: none"> - Increase the percentage of Year 5 students in the top two bands in Numeracy from 17 per cent in 2022 to 25 per cent by 2023 - Reduce the percentage of students in Year 5 in the bottom two bands in Numeracy from 16 per cent in 2022 to 10 per cent by 2023.
		<p>Teacher Judgements</p>	<ul style="list-style-type: none"> - Improve the percentage of students achieving above expected level in

		<ul style="list-style-type: none"> • Improve the percentage of students achieving above expected level in Number and Algebra from 22 per cent to 30 per cent by 2023 • Decrease the percentage of students achieving below expected level in Number and Algebra from 15 per cent to 10 per cent by 2023 	<p>Number and Algebra from 19 per cent in 2022 to 25 per cent by 2023</p> <p>- Decrease the percentage of students achieving below expected level in Number and Algebra from 27 per cent in 2022 to 20 per cent by 2023</p>
To improve student learning outcomes through a whole school culture of excellence	Yes	<p>Staff Opinion Survey (whole school)</p> <ul style="list-style-type: none"> • Improve the positive endorsement of Cultural leadership from 64 per cent in 2018 to 75 per cent by 2023 • Improve the positive endorsement for Collective efficacy from 59 per cent in 2018 to 75 per cent by 2023 • Improve the positive endorsement for Academic emphasis from 51 per cent in 2018 to 75 per cent by 2023 	<ul style="list-style-type: none"> - Maintain the positive endorsement of Cultural leadership 77% in 2023 - Improve the positive endorsement for Collective efficacy from 64 per cent in 2022 to 70 per cent by 2023 - Improve the positive endorsement for Academic emphasis from 52 per cent in 2022 to 60 per cent by 2023
		<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Improve the positive endorsement for High expectations for success from 75 per cent in 2018 to 81 per cent by 2023 	<p>Improve the positive endorsement for High expectations for success from 70 per cent in 2022 to 75 per cent by 2023</p>
		<p>Attitude to School Survey</p>	<ul style="list-style-type: none"> - Improve the positive endorsement for Student motivation and support from 69 per cent in 2022 to 75 per cent by 2023 - Improve the positive endorsement for

		<ul style="list-style-type: none"> • Improve the positive endorsement for Student motivation and support from 71 per cent in 2018 to 80 per cent by 2023 • Improve the positive endorsement for Student voice and agency from 72 per cent in 2018 to 80 per cent by 2023 	Student voice and agency from 56 per cent in 2022 to 65 per cent by 2023
--	--	--	--

Goal 1	<p>2023 Priorities Goal
 In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	
12 Month Target 1.1	Increase student voice and agency from 56% to 65% in 2023.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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 2023.	
Goal 2	To improve student learning outcomes in Reading and Writing	

12 Month Target 2.1	<ul style="list-style-type: none"> - Increase the percentage of Year 5 students in the top two bands in Reading from 40 per cent in 2022 to 50 per cent by 2023 - Reduce the percentage of students in Year 5 in the bottom two bands in Reading from 15 per cent in 2022 to 10 per cent by 2023 	
12 Month Target 2.2	<ul style="list-style-type: none"> - Increase the percentage of Year 5 students in the top two bands in Writing from 23 per cent in 2022 to 25 per cent by 2023 - Reduce the percentage of students in Year 5 in the bottom two bands in Writing from 21 per cent in 2022 to 15 per cent by 2023 	
12 Month Target 2.3	<ul style="list-style-type: none"> - Decrease the percentage of students achieving below expected level in Writing from 41 per cent 2022 to 30 per cent by 2023 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop, embed, and evaluate a guaranteed and viable curriculum in Reading and Writing underpinned by the Victorian Curriculum and supported by an agreed instructional model	Yes
KIS 2 Evaluating impact on learning	Build staff, leadership and Professional Learning Team capacity in data literacy in order to differentiate and measure impact on teaching and learning in Reading and Writing	Yes
KIS 3 Evidence-based high-impact teaching strategies	Build staff and leadership capacity to embed High Impact Teaching Strategies in instructional practice across the school.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	2023 is our year of review, it is anticipated that we review two key improvement strategies to achieve this goal. The KIS 2c embedding HITs will be achieved through KIS 2a and KIS 2b, therefore not a priority.	
Goal 3	To improve student learning outcomes in Numeracy	
12 Month Target 3.1	<ul style="list-style-type: none"> - Increase the percentage of Year 5 students in the top two bands in Numeracy from 17 per cent in 2022 to 25 per cent by 2023 	

	- Reduce the percentage of students in Year 5 in the bottom two bands in Numeracy from 16 per cent in 2022 to 10 per cent by 2023.	
12 Month Target 3.2	- Improve the percentage of students achieving above expected level in Number and Algebra from 19 per cent in 2022 to 25 per cent by 2023 - Decrease the percentage of students achieving below expected level in Number and Algebra from 27 per cent in 2022 to 20 per cent by 2023	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Develop, embed, and evaluate a guaranteed and viable curriculum in Numeracy underpinned by the Victorian Curriculum and supported by an agreed instructional model	Yes
KIS 2 Building leadership teams	Build staff, leadership, Professional Learning Team capacity in data literacy in order to differentiate and measure impact on teaching and learning in Numeracy	Yes
KIS 3 Evidence-based high-impact teaching strategies	Embed the agreed Numeracy model throughout the school using research-based evidence and informed teaching practices in 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.	2023 is our year of review, it is anticipated that we review two key improvement strategies to achieve this goal. The research based teaching practice has been a major focus in 2022 which is embedded, the priority is now on the documentation and building teacher capacity.	
Goal 4	To improve student learning outcomes through a whole school culture of excellence	
12 Month Target 4.1	- Maintain the positive endorsement of Cultural leadership 77% in 2023 - Improve the positive endorsement for Collective efficacy from 64 per cent in 2022 to 70 per cent by 2023 - Improve the positive endorsement for Academic emphasis from 52 per cent in 2022 to 60 per cent by 2023	

12 Month Target 4.2	Improve the positive endorsement for High expectations for success from 70 per cent in 2022 to 75 per cent by 2023	
12 Month Target 4.3	- Improve the positive endorsement for Student motivation and support from 69 per cent in 2022 to 75 per cent by 2023 - Improve the positive endorsement for Student voice and agency from 56 per cent in 2022 to 65 per cent by 2023	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Vision, values and culture	Engage the school community in the development and implementation of a school wide vision of excellence	No
KIS 2 Setting expectations and promoting inclusion	Build teacher capacity to develop and embed student voice and agency in learning	Yes
KIS 3 Vision, values and culture	Embed a consistent approach to School Wide Positive Behaviours underpinned by the vision of Parkwood Green Primary School	No
KIS 4 Setting expectations and promoting inclusion	Develop and embed leadership skills of all students to set high expectations of themselves and a strong sense of school and community pride.	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.	2023 is our year of review, it is anticipated that we review all of two key improvement strategies to achieve this goal. We have made significant gains with embedding a consistent approach to School Wide Positive Behaviours underpinned by the vision of Parkwood Green Primary School. We will continue to monitor and evaluate, be responsive to professional learning and collaborative discussions as required to ensure continued implementation.	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Embed consistent practices across the school with utilising our refined whole school documentation, GVC and guided by whole school data. Targeted work through whole school PLCs, team PLCs and team planning.	<ul style="list-style-type: none"> ✓ PLC Leaders ✓ School Improvement Team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Peer observation including feedback and reflection ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Internal staff ✓ External consultants <p>Chris Coombes</p> <ul style="list-style-type: none"> ✓ Numeracy leader 	<ul style="list-style-type: none"> ✓ On-site
Numeracy consultant - work with leaders and maths team to support facilitation of unit and weekly planning and effective use of data. Numeracy consultant Chris Coombes to also coach year levels to support the consistent practice of Maths Centres to ensure quality teaching and learning is differentiated for all.	<ul style="list-style-type: none"> ✓ Numeracy Leader ✓ School Improvement Team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Design of formative assessments ✓ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✓ Professional Practice Day ✓ Timetabled Planning Day ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Learning Specialist ✓ External consultants <p>Chris Coombes</p> <ul style="list-style-type: none"> ✓ Numeracy leader 	<ul style="list-style-type: none"> ✓ On-site
Continuing to update and refine Literacy GVC ensuring that it is embedded from F-6	<ul style="list-style-type: none"> ✓ Leadership Team ✓ Learning Specialist(s) ✓ Literacy Leader ✓ Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Peer observation including feedback and reflection ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Timetabled Planning Day ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ School improvement partnerships ✓ Internal staff ✓ Literacy Leaders ✓ External consultants <p>Narissa Leung</p>	<ul style="list-style-type: none"> ✓ On-site

Student Voice team meetings- to hear the voice of students particularly in relation to writing engagement	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Literacy FISO inquiry cycle focus using elements of the agreed literacy instructional model and HITS	<input checked="" type="checkbox"/> Literacy Leader <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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Narissa Leung <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Whole school professional learning focusing on formative assessment and triangulating data underpinned by the Victorian Curriculum	<input checked="" type="checkbox"/> Literacy Leader <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"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
PLC Meetings and FISO Inquiry Cycle	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

	<ul style="list-style-type: none"> ✔ Teacher(s) 		<ul style="list-style-type: none"> ✔ Formalised PLC/PLTs 		<ul style="list-style-type: none"> ✔ Practice Principles for Excellence in Teaching and Learning 	
Whole school professional learning focusing on formative assessment and triangulating data underpinned by the Victorian Curriculum	<ul style="list-style-type: none"> ✔ Literacy Leader ✔ School Improvement Team ✔ Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Planning ✔ Collaborative Inquiry/Action Research team ✔ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✔ Professional Practice Day ✔ Formal School Meeting / Internal Professional Learning Sessions ✔ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✔ PLC Initiative ✔ Internal staff ✔ Learning Specialist ✔ Pedagogical Model 	<ul style="list-style-type: none"> ✔ On-site
Working with Literacy consultant	<ul style="list-style-type: none"> ✔ Learning Specialist(s) ✔ Literacy Leader ✔ Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Planning ✔ Formalised PLC/PLTs ✔ Demonstration lessons 	<ul style="list-style-type: none"> ✔ Timetabled Planning Day ✔ Communities of Practice ✔ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✔ Literacy expertise ✔ External consultants <p>Narissa Leung</p> <ul style="list-style-type: none"> ✔ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✔ On-site
Coaching	<ul style="list-style-type: none"> ✔ Learning Specialist(s) ✔ Literacy Leader ✔ Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Peer observation including feedback and reflection ✔ Individualised Reflection ✔ Demonstration lessons 	<ul style="list-style-type: none"> ✔ Formal School Meeting / Internal Professional Learning Sessions ✔ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✔ Literacy expertise 	<ul style="list-style-type: none"> ✔ On-site
Tutoring initiative	<ul style="list-style-type: none"> ✔ Learning Specialist(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Preparation ✔ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✔ Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> ✔ School improvement partnerships ✔ Internal staff 	<ul style="list-style-type: none"> ✔ On-site

	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)			<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Whole school professional learning focusing on formative assessment and triangulating data	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
- Professional readings linked to student voice and agency and part of SEL Start Up to be unpacked as a PLC team	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model Day	<input checked="" type="checkbox"/> On-site
Learning walks and updating the classroom environment checklist to include examples of student voice and agency	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

<p>Allocate classes and teachers to fortnightly newsletter and assembly rosters to increase the sharing of celebrations and classroom learning to our whole school community.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
---	---	--	---	---	--	---