

2019 Annual Implementation Plan

for improving student outcomes

Auburn South Primary School (4183)



Submitted for review by Marcus Wicher (School Principal) on 21 December, 2018 at 03:59 PM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 21 December, 2018 at 04:13 PM
Endorsed by John O'Callaghan (School Council President) on 28 March, 2019 at 08:00 AM



Self-evaluation Summary - 2019

	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	Evolving moving towards Embedding
		Curriculum planning and assessment	Evolving
		Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
		Evaluating impact on learning	
Professional leadership		Building leadership teams	Embedding
		Instructional and shared leadership	Embedding moving towards Excelling
		Strategic resource management	
		Vision, values and culture	

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

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

Enter your reflective comments	<p>The school has made great progress in terms of defining out Strategic Pillars, Agency, Inquiry, International Mindedness and Positive Education. Teachers and leaders have developed indicators of practice which has informed instructional round data collection. The school has made great progress in terms of enabling a culture that embraces peer observation and feedback. All members of the leadership team have participated in observations and instructional rounds.</p> <p>The teacher inquiry model for the PDP process has made a positive start with teachers developing an over-arching inquiry question that connects in with a strategic pillar and key learning area of mathematics or literacy. This process feels more targeted and observations of teams has shown improved impact on practice and student outcomes.</p> <p>The school is heading in the right direction in terms of Writing. While data is down (NAPLAN) in writing, we feel that the workshop approach with the overlay of the 6+1 Traits, puts us in a good position to gain data improvements.</p>
Considerations for 2019	<p>Focus on writing through the continued implementation of the workshop model and the 6+1 Traits</p> <p>Continue to empower teachers to manage student relationship and conflict challenges</p>

	Develop Instruction Model/s that are reflective of the school's strategic pillars and indicators of high quality teaching and learning Continue to engage parents as partners in learning
Documents that support this plan	2018-21 School Strategic Plan

SSP Goals Targets and KIS

Goal 1	To improve student learning outcomes across all areas of the curriculum.																								
Target 1.1	<p>Student Growth</p> <p>Every student at Auburn South PS to achieve at least twelve months growth annually in Reading, Writing Spelling and Number. As measured by assessments such as: NAPLAN, Victorian Curriculum (teacher judgement), On-Demand (Reading & Maths), PAT (Maths & Reading), Running Records (reading) Assessment for Common Misunderstandings (Maths), Words Their Way (Spelling) and the Scaffolding Numeracy in the Middle Years assessment.</p> <p>Victorian Curriculum (A-E)</p> <p>Ensure greater alignment between teacher judgements and standardised testing.</p> <p>Increase the percentage of students achieving above the age expected level (English & Mathematics)</p> <p><u>English: Teacher Judgements (P-6)</u></p> <table><tr><td>I</td><td>% of student above age expected level (Sem 1, 2017)</td><td>2021 Targets</td></tr><tr><td>Reading and Viewing</td><td>55.4%</td><td>65%</td></tr><tr><td>Speaking & Listening</td><td>46.6%</td><td>60%</td></tr><tr><td>Writing</td><td>45.2%</td><td>60%</td></tr></table> <p><u>Mathematics: Teacher Judgements (P-6)</u></p> <table><tr><td>I</td><td>% of student above age expected level (Sem 1, 2017)</td><td>2021 Targets</td></tr><tr><td>Measurement & Geometry</td><td>34.9%</td><td>60%</td></tr><tr><td>Number & Algebra</td><td>42.4%</td><td>60%</td></tr><tr><td>Statistics & Probability</td><td>42.8%</td><td>60%</td></tr></table>	I	% of student above age expected level (Sem 1, 2017)	2021 Targets	Reading and Viewing	55.4%	65%	Speaking & Listening	46.6%	60%	Writing	45.2%	60%	I	% of student above age expected level (Sem 1, 2017)	2021 Targets	Measurement & Geometry	34.9%	60%	Number & Algebra	42.4%	60%	Statistics & Probability	42.8%	60%
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NAPLAN

Increase the percentage of students achieving High Growth in NAPLAN Reading, Writing, Spelling & Numeracy (Years 3-5 & Years 5-7).

DOMAIN	Percentage of students achieving High Growth	
	YR 3-5	
	2015-2017	2021
Reading	31.5%	40%
Writing	31.25%	40%
Spelling	32.5%	40%
Numeracy	30%	40%

Staff Opinion Survey

	% of positive responses 2017	2021 Targets
Trust in Colleagues	71.3%	at least 85%
Trust in Students and Parents	78.4%	at least 85%
Shielding / Buffering	55%	80%
Academic Emphasis	71%	85%
Guaranteed & Viable Curriculum	72.6%	at least 85%
Teacher Collaboration	76.5%	85%
Feedback	46.7%	80%
Staff Collective Responsibility	80%	90%

Attitudes to School Survey

	% of positive responses 2017	2021 Targets
Stimulating Learning	88%	90%
Student Voice and Agency	76%	85%
Differentiated Learning Challenge	87%	90%
Learning Confidence	84%	90%

Key Improvement Strategy 1.a Building practice excellence	Develop a consistent 'Auburn South' instructional model/s that supports high quality learning and teaching. This model will be reflective of the school's strategic pillars: agency, positive education, international mindedness and inquiry.																																	
Key Improvement Strategy 1.b Building practice excellence	Continue to develop teacher understanding of how to develop students as writers through a Workshop model that incorporates the 6+1 Traits of Writing.																																	
Key Improvement Strategy 1.c Curriculum planning and assessment	Develop teacher capacity to effectively use a broad range of data (i.e. NAPLAN, formative and standardised assessments) to inform practice within the school's Teaching and Learning Cycle.																																	
Goal 2	To improve student wellbeing and engagement in the development of an inclusive and empowering learning environment.																																	
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	Student Motivation & Support	71%	80%
	Stimulating Learning Environment	75%	80%
	Effective Teaching	71%	80%
	Communication & Engagement		
	Student Agency & Voice	71%	80%
	<p>** Surveys and other feedback tools to inform progress.</p> <p>A successful PYP evaluation report.</p>		
Key Improvement Strategy 2.a Health and wellbeing	Develop staff knowledge and capacity to enable positive student relationships through the implementation of consistent approaches to support wellbeing.		
Key Improvement Strategy 2.b Health and wellbeing	Develop staff and student knowledge and capacity to develop learner agency through voice, choice and ownership.		
Key Improvement Strategy 2.c Parents and carers as partners	Continue to develop the ways in which we engage parents as valued partners in learning.		

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student learning outcomes across all areas of the curriculum.	Yes	<p>Student Growth</p> <p>Every student at Auburn South PS to achieve at least twelve months growth annually in Reading, Writing Spelling and Number. As measured by assessments such as: NAPLAN, Victorian Curriculum (teacher judgement), On-Demand (Reading & Maths), PAT (Maths & Reading), Running Records (reading) Assessment for Common Misunderstandings (Maths), Words Their Way (Spelling) and the Scaffolding Numeracy in the Middle Years assessment.</p> <p>Victorian Curriculum (A-E)</p> <p>Ensure greater alignment between teacher judgements and standardised testing.</p> <p>Increase the percentage of students achieving above the age expected level (English & Mathematics)</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Writing Item Analysis Targets taken directly from NAPLAN Audience Ideas Persuasive Devices Cohesion Paragraphing Vocabulary</p> <p>Core Traits to focus on: Ideas Organisation Word Choice</p> <p>NAPLAN Growth Target 30% High Growth</p> <p>Student Writing Engagement Survey and Interviews (reflective of 6+1 traits)</p> <p>Coaching Data Collection (via observation and growth conversations)</p>

English: Teacher Judgements (P-6)

I	% of student above age expected level (Sem 1, 2017)	2021 Targets
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Speaking & Listening	46.6%	60%
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Communication & Engagement		
Student Agency & Voice	71%	80%

**** Surveys and other feedback tools to inform progress.**

A successful PYP evaluation report.

Goal 1	To improve student learning outcomes across all areas of the curriculum.	
12 Month Target 1.1	<p>Writing Item Analysis Targets taken directly from NAPLAN Audience Ideas Persuasive Devices Cohesion Paragraphing Vocabulary</p> <p>Core Traits to focus on: Ideas Organisation Word Choice</p> <p>NAPLAN Growth Target 30% High Growth</p> <p>Student Writing Engagement Survey and Interviews (reflective of 6+1 traits)</p> <p>Coaching Data Collection (via observation and growth conversations)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop a consistent 'Auburn South' instructional model/s that supports high quality learning and teaching. This model will be reflective of the school's strategic pillars: agency, positive education, international mindedness and inquiry.	Yes
KIS 2 Building practice excellence	Continue to develop teacher understanding of how to develop students as writers through a Workshop model that incorporates the 6+1 Traits of Writing.	Yes
KIS 3 Curriculum planning and assessment	Develop teacher capacity to effectively use a broad range of data (i.e. NAPLAN, formative and standardised assessments) to inform practice within the school's Teaching and Learning Cycle.	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.	<p>We had hoped to have established an instructional model/s by the end of 2018. We decided to delay this as we wanted all staff to develop a deeper and practical understanding of the school's strategic pillars, before embarking on the development of an agreed instructional model. We believe that an instructional model that is reflective of the school's strategic pillars will support whole consistency of high quality classroom practice.</p> <p>Having had a 12-18 month focus on the implementation of the workshop model in writing, we feel that (as a long-term goal) by highlighting it as a priority, this work can continue.</p> <p>Using data to inform practice will support teacher planning for student led inquiry which will student developed learning goals. This KIS keeps assessment at the forefront of our thinking in terms of how we plan for and engage students in terms of teaching and learning.</p>	
Goal 2	To improve student wellbeing and engagement in the development of an inclusive and empowering learning environment.	
12 Month Target 2.1	<p>Student Voice & Agency 80%</p> <p>Targets to be inserted from Feb Wellbeing Profiler and AWES student surveys</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Develop staff knowledge and capacity to enable positive student relationships through the implementation of consistent approaches to support wellbeing.	Yes
KIS 2 Health and wellbeing	Develop staff and student knowledge and capacity to develop learner agency through voice, choice and ownership.	Yes
KIS 3 Parents and carers as partners	Continue to develop the ways in which we engage parents as valued partners in learning.	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.	<p>Student attitudes to school survey, parent opinion survey, generalised parent feedback or concern about bullying and observations in classrooms and the yard, reinforce the need to priority to develop more positive student relationships.</p> <p>Teacher concern is also highlighted as a growth area within the 2017/18 SATS.</p> <p>SATS Voice and Choice (agency) is low and supports further work in this area.</p> <p>Identified need to continue to inform and empower the parent community in terms of the school's approaches in terms of teaching, learning and wellbeing.</p>	

Define Actions, Outcomes and Activities

Goal 1	To improve student learning outcomes across all areas of the curriculum.
12 Month Target 1.1	<p>Writing</p> <p>Item Analysis Targets taken directly from NAPLAN</p> <p>Audience</p> <p>Ideas</p> <p>Persuasive Devices</p> <p>Cohesion</p> <p>Paragraphing</p> <p>Vocabulary</p> <p>Core Traits to focus on:</p> <p>Ideas</p> <p>Organisation</p> <p>Word Choice</p> <p>NAPLAN Growth Target</p> <p>30% High Growth</p> <p>Student Writing Engagement Survey and Interviews (reflective of 6+1 traits)</p> <p>Coaching Data Collection (via observation and growth conversations)</p>
KIS 1 Building practice excellence	Develop a consistent 'Auburn South' instructional model/s that supports high quality learning and teaching. This model will be reflective of the school's strategic pillars: agency, positive education, international mindedness and inquiry.
Actions	<p>Reflect on current teaching and learning practices through the PYP self-study</p> <p>Leadership Team to develop collective knowledge and understanding of what highly effective instructional models looks like; what are the key components and evaluate options and current research (establish the 'Why?')</p> <p>Staff investigation of instructional models (working party / whole staff)</p> <p>Teams / Cross year level groups to trial and evaluate instructional models (against the school's strategic pillars and agreed indicators of practice)</p> <p>Understanding of the role that collaborative planning has in terms of the development and implementation of an instruction model/s.</p> <p>Document agreed approaches.</p>

Outcomes	Collective staff understanding of what makes an effective instructional model and why an instructional model is important in terms of improving student learning and engagement outcomes. Collective understanding of how the school's instructional model/s align with the strategic pillars. Documentation of process and progress.			
Success Indicators	Documentation of process and progress Documented instructional model/s Instructional Rounds process and data Staff engagement in process and readiness for implementation Staff outcomes / documented and observed progress within PDP Teacher Inquiries			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff reflection (i.e.beliefs, values and current practice) in terms of the components of effective instruction Staff reflection to support PYP Self Study	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <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
Pedagogical Leadership Team to build collective knowledge and perspective in terms of what makes an effective instructional model. Possible Reading: John Hattie (visible learning) Yong Zhao (reach for greatness / what works can hurt) Fullan (Coherence) Jarrod Horvath (concept based teaching)	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Staff investigation of instructional models (working party / whole staff) Set aside at least 2 PL sessions each term to engage with instructional models (from research through to trial and implementation) Possible development of staff working party.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <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	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Review and update of school's Teaching and Learning Policy Review and update of school's Language Policy ** top reflect instructional model/s	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Staff PDPs (teacher inquiry model) to enable connection between learning and the development / implementation of instructional model/s	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Continue to develop teacher understanding of how to develop students as writers through a Workshop model that incorporates the 6+1 Traits of Writing.			
Actions	<p>Ongoing teacher development in terms of Workshop model that incorporates the 6+1 Traits</p> <p>Classroom observations and team teaching (co-planning, co-teaching, co-reflecting and assessing) - this could be done with members of the pedagogical leadership team</p> <p>Teacher Inquiries (PDPs) to enable connection to Writing as a whole school focus / evaluation of data</p> <p>Whole staff development sessions - particular focus on the Traits</p> <p>Develop teachers as writers through weekly staff PL sessions (incorporation the 6+1 Traits, NAPLAN criteria etc)</p> <p>Whole moderation of writing (minimum once per semester)</p> <p>Ongoing observations, growth conversations, modelling of practice</p> <p>Evaluate the need for a staff working party (staff development sessions, research, observations etc)</p> <p>Whole school evaluation of writing practice (as per PYP Self Study)</p> <p>Ensure access to literacy support for below level or at-risk students</p> <p>Employ K-2 Writing consultant, Matt Glover, to work with the P-2 teacher teams.</p> <p>Surveying and interviewing students to understand current engagement in writing</p>			
Outcomes	<p>Consolidation of the core elements of the workshop model</p> <p>Improved student use of the language of the 6+1 Traits as tool for reflection, goal setting and peer feedback conversations</p> <p>Improved consistency of practice and language (in writing) across the whole school (as evidenced by planning, observations and growth</p>			

	conversations etc) Teacher initiated collaboration with a focus on writing			
Success Indicators	Observation data indicating level of consistency Student feedback and samples (via surveys and interviews) Improved NAPLAN data (growth in key areas such as, Ideas and Vocab) Staff engagement in the process of what it means to be a writer			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teacher development sessions (min 2 per term) Focus on deeper practical understanding of the 6+1 traits - regular 6+1 Traits mini-lessons built into staff PL sessions.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <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
Classroom observations and team teaching (co-planning, co-teaching, co-reflecting and assessing) - this could be done with members of the pedagogical leadership team **Targeting 2-4 classrooms observations of each teacher by principal team member per term.	<input checked="" type="checkbox"/> Assistant Principal <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
Teacher inquiry model implemented as part of the teacher PDP cycle. Build on model from 2018 (i.e. pillar + key learning area) with added focus of instructional models. Teacher agency in ways to document learning journey (i.e. blog, journal, sketch note etc)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <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

PYP Self Study (explore progress in writing through this) Engaging with the IB Asia Pacific Conference (Hong Kong)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Evaluate need for working party that is separate to the Self Study facilitation teams.	<input checked="" type="checkbox"/> Leadership Team <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
Literacy support provided to students in Years 1-2 that are below level or at-risk of disengagement. Provide support in-class where possible as opposed to withdrawal model.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Curriculum planning and assessment	Develop teacher capacity to effectively use a broad range of data (i.e. NAPLAN, formative and standardised assessments) to inform practice within the school's Teaching and Learning Cycle.			
Actions	Leadership team to evaluate current assessment practices across the school. Develop team leader knowledge and capability in terms of the use of formative assessment to inform teaching and learning (in the context of the ASPS TLC) Refine the ways in which collaborative teams use evidence of learning to inform planning that is responsive to what students understand, know and can do. Writing moderation sessions Broadening teacher knowledge of tools for formative assessment			
Outcomes	Increased confidence and empowerment of team leaders to facilitate planning conversations that incorporate the use of formative assessments Observed changes in teacher behaviour through planning meetings and conversations (documented the CPM minutes) Students using formative assessments to inform the development of learning goals and reflections (i.e. via SeeSaw) Writing moderation sessions are embedded as common practice			

Success Indicators	Observations during collaborative planning meetings Planning documentation shows evidence of teachers using broad range of assessments Teachers using multiple data points to inform teaching and student progression (i.e. NAPLAN, moderation, work samples etc) Instructional round data (use of formative assessments)			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leadership team to evaluate current assessment practices across the school.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop team leader knowledge and capability in terms of the use of formative assessment to inform teaching and learning (in the context of the ASPS TLC)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Writing moderation sessions	<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
Ongoing classroom observations as per previously stated actions.	<input checked="" type="checkbox"/> Leadership 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
Employ consultant, Matt Glover, to work with P-2 teacher teams.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$8,000.00

				<input type="checkbox"/> Equity funding will be used
Goal 2	To improve student wellbeing and engagement in the development of an inclusive and empowering learning environment.			
12 Month Target 2.1	Student Voice & Agency 80% Targets to be inserted from Feb Wellbeing Profiler and AWES student surveys			
KIS 1 Health and wellbeing	Develop staff knowledge and capacity to enable positive student relationships through the implementation of consistent approaches to support wellbeing.			
Actions	Maintain and promote the role of the positive education working party (staff) Review and update school wellbeing policies Build scenario based discussions with staff that relate to the effective management of student relationship challenges. Work to staff to ensure consist approaches (i.e. restorative practice, incident management during break times, reporting on LMS) Further refine and develop indicators of practice as per the Positive Education strategic pillar Explore the role that ICT (screen time / cyber-safety) plays in terms of enabling or disabling positive relationships and wellbeing. Audit whole school practices that are intentionally focused on the development of positive relationships (including those that are online). Establish a P-6 scope and sequence that maps the development of relationships and wellbeing practices across the school. Refer to parent engagement strategies in KIS 3. Implementation of the Student Profiler and Wellbeing assessment tools. Analysis and action in response to results.			
Outcomes	Great understanding of the role that a promotion of positive student relationships plays in reducing incidences of bullying. Deeper understanding of the role and value of Positive Education in terms of improving student wellbeing, engagement and learning outcomes. Increased percentage of students with positive responses (SATS) related to peer and teacher connectedness, teacher concern, non-experience of bullying and school response to bullying. Increased percentage of parents with positive responses (POS) related to non-experience of bulling and school response to bullying Clarity and consistency of school approaches that support positive relationships (for students, staff and parents)			
Success Indicators	Increased percentage of students with positive responses (SATS) related to peer and teacher connectedness, teacher concern, non-experience of bullying and school response to bullying. Increased percentage of parents with positive responses (POS) related to non-experience of bulling and school response to bullying Scope and sequence documentation Survey analysis			

	Policies that reflect school-wide approaches and values Guidelines for the effective and responsible use of technology Strategic Pillars / Positive Education Handbook			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Maintain and promote the role of the positive education working party (staff) Regular input by working party at professional Review and Update Wellbeing Policies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Consistent Implementation of restorative Practices Build scenario based discussions with staff that relate to the effective management of student relationship challenges. Work to staff to ensure consist approaches (i.e. restorative practice, incident management during break times, reporting on LMS)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of p-6 Scope and Sequence for Wellbeing Practices 1.) Audit whole school practices that are intentionally focused on the development of positive relationships (including those that are online). 2.) Establish a P-6 scope and sequence that maps the development of relationships and wellbeing practices across the school. Refer to parent engagement strategies in KIS 3.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation of the Student Profiler and Wellbeing assessment tools. Analysis and action in response to results.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Health and wellbeing	Develop staff and student knowledge and capacity to develop learner agency through voice, choice and ownership.				
Actions	Continue to explore the indicators of practice for the Agency and Inquiry pillars Collaborative Planning sessions to prioritise the explicit promotion of learner agency and an inquiry stance Instruction Rounds / classroom observations /feedback conversations that correspond with indicators of practice Build student knowledge of voice, choice and ownership. Development of child-friendly definitions of the school's pillars and how this relates to them as learners Reflection and review of the POI to ensure opportunities for students to be: - Problem Finders and Problem Solvers - Creative and to use Design Thinking Prioritisation of the Agency Pillar through teacher PDP inquiries				
Outcomes	Broadened understanding and consolidation of the role that agency and inquiry has on learning (teacher, student, parent) Students being able to identify, where, how and why there are opportunities for voices, choice and ownership within their learning Planning practices that are more effective in the promotion of voice, choice and ownership Student voice influences planning for teaching and learning				
Success Indicators	Evidence of student voice within planning documents Increased percentage of students with positive responses (SATS) related to agency questions Teacher PDP reflections and outcomes Data from instructional rounds Student definitions and indicators of strategic pillars				
Activities and Milestones		Who	Is this a PL Priority	When	Budget
Ongoing Planning and PL continue to explore the indicators of practice for the Agency and Inquiry pillars Collaborative Planning sessions to prioritise the explicit promotion of learner agency and an inquiry stance Instruction Rounds / classroom observations /feedback conversations that correspond with indicators of practice		<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used

Build student knowledge of voice, choice and ownership. Development of child-friendly definitions of the school's pillars and how this relates to them as learners	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Ongoing reflection and review of the POI to ensure opportunities for students to be: - Problem Finders and Problem Solvers - Creative and to use Design Thinking	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(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
Continued implementation of Teacher Inquiry model for PDP. Prioritisation of the Agency Pillar through teacher PDP inquiries	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Parents and carers as partners	Continue to develop the ways in which we engage parents as valued partners in learning.			
Actions	Parent workshop/s related to Restorative Practices, Positive Relationships and Parenting Use of newsletter to inform and empower parents with articles related to wellbeing Explore the role of parents in the development of wellbeing policies Continue develop and refine the ways that Seasaw is used to engage parents in learning Give parents access to Central (LMS) Explore options for continuous reporting (i.e. to correspond with UOIs)			
Outcomes	Parent engagement with and support of school-wide approaches to wellbeing Increased parent interactions with SeaSaw Successful rollout of parent access to Sentral Increased knowledge amongst leadership team for process			

Success Indicators	Parent engagement with and support of school-wide approaches to wellbeing Increased parent interactions with SeaSaw Successful rollout of parent access to Sentral Increased knowledge amongst leadership team for process Increase positive parent responses within POS survey that relate to communication and engagement			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Parent Workshops and Engagement Activities Possible engagement with Project Rockit, Dr Justin Coulson etc. Newsletter articles	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Continued implementation and evaluation of SeaSaw	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,500.00 <input type="checkbox"/> Equity funding will be used
Parent Access to Sentral	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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	\$60,000.00	\$60,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$60,000.00	\$60,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Literacy support provided to students in Years 1-2 that are below level or at-risk of disengagement. Provide support in-class where possible as opposed to withdrawal model.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$60,000.00	\$60,000.00
Totals			\$60,000.00	\$60,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	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
Staff reflection (i.e.beliefs, values and current practice) in terms of the components of effective instruction Staff reflection to support PYP Self Study	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Pedagogical Leadership Team to build collective knowledge and perspective in terms of what makes an effective instructional model. Possible Reading: John Hattie (visible learning) Yong Zhao (reach for greatness / what works can hurt) Fullan (Coherence) Jarrod Horvath (concept based teaching)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff investigation of instructional models (working party / whole staff) Set aside at least 2 PL sessions each term to engage with instructional models (from	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

research through to trial and implementation) Possible development of staff working party.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)					
Staff PDPs (teacher inquiry model) to enable connection between learning and the development / implementation of instructional model/s	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teacher development sessions (min 2 per term) Focus on deeper practical understanding of the 6+1 traits - regular 6+1 Traits mini-lessons built into staff PL sessions.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Classroom observations and team teaching (co-planning, co-teaching, co-reflecting and assessing) - this could be done with members of the pedagogical leadership team **Targeting 2-4 classrooms observations of each teacher by	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <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"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

principal team member per term.						
Teacher inquiry model implemented as part of the teacher PDP cycle. Build on model from 2018 (i.e. pillar + key learning area) with added focus of instructional models. Teacher agency in ways to document learning journey (i.e. blog, journal, sketch note etc)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PYP Self Study (explore progress in writing through this) Engaging with the IB Asia Pacific Conference (Hong Kong)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Evaluate need for working party that is separate to the Self Study facilitation teams.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Leadership team to evaluate current assessment practices across the school.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop team leader knowledge and capability in terms of the use of formative assessment to	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

inform teaching and learning (in the context of the ASPS TLC)	<input checked="" type="checkbox"/> Leadership Team	to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Timetabled Planning Day		
Writing moderation sessions	<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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Access Education Leader from DET	<input checked="" type="checkbox"/> On-site
Ongoing classroom observations as per previously stated actions.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Employ consultant, Matt Glover, to work with P-2 teacher teams.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Matt Glover	<input checked="" type="checkbox"/> On-site
Maintain and promote the role of the positive education working party (staff) Regular input by working party at professional Review and Update Wellbeing Policies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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

Consistent Implementation of restorative Practices Build scenario based discussions with staff that relate to the effective management of student relationship challenges. Work to staff to ensure consist approaches (i.e. restorative practice, incident management during break times, reporting on LMS)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Development of p-6 Scope and Sequence for Wellbeing Practices 1.) Audit whole school practices that are intentionally focused on the development of positive relationships (including those that are online). 2.) Establish a P-6 scope and sequence that maps the development of relationships and wellbeing practices across the school. Refer to parent engagement strategies in KIS 3.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of the Student Profiler and Wellbeing assessment tools. Analysis and action in response to results.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Ongoing Planning and PL continue to explore the indicators of practice for the Agency and Inquiry pillars Collaborative Planning sessions to prioritise the explicit promotion of learner agency and an inquiry stance Instruction Rounds / classroom observations /feedback conversations that correspond with indicators of practice	<input checked="" type="checkbox"/> All Staff	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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build student knowledge of voice, choice and ownership. Development of child-friendly definitions of the school's pillars and how this relates to them as learners	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Ongoing reflection and review of the POI to ensure opportunities for students to be: - Problem Finders and Problem Solvers - Creative and to use Design Thinking	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> On-site
Continued implementation of Teacher Inquiry model for PDP. Prioritisation of the Agency Pillar through teacher PDP inquiries	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions		
Parent Workshops and Engagement Activities Possible engagement with Project Rokit, Dr Justin Coulson etc. Newsletter articles	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Project Rokit / Dr Justin Coulson	<input checked="" type="checkbox"/> On-site