

2020 Annual Implementation Plan

for improving student outcomes

Clifton Hill Primary School (1360)



Excellence in Education

Submitted for review by Megan Smith (School Principal) on 21 February, 2020 at 05:42 PM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 04 March, 2020 at 05:51 PM
Endorsed by Brian Bird (School Council President) on 12 May, 2020 at 07:46 AM

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>This year we have made improvements in all FISO priority areas with particular gains being seen in Positive Climate for Learning and Community Engagement in Learning. This is as a result of the focus we had in 2019 on student physical and mental wellbeing. We also conducted a detailed survey with our parent community on how we can improve our communication practices.</p> <p>In the FISO priority of Excellence in Teaching and Learning, we have made a gain in Building Practice Excellence, in particular, the focus we now have on ensuring our school culture values and integrates professional learning.</p> <p>In the FISO priority of Professional Leadership, continued to make growth in Vision Values and Culture, reflective of our involvement in the HILT program. Our implementation of new student leadership initiatives has seen us move from evolving to embedding on the shared school leadership measure.</p>
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Considerations for 2020	As we move into year three of our four year Strategic Plan, the school will build on the progress made in 2019, with a specific focus on: <ul style="list-style-type: none">- the development of student voice, agency and leadership- review of assessment protocols across the school to assist in the implementation of curriculum and pedagogy- the implementation of the Respectful Relationships program
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>Develop curriculum and pedagogy that is consistently implemented across the school.</p> <p>To achieve positive learning growth for all students in Literacy and Numeracy.</p>
Target 1.1	<p>All cohorts achieve positive growth year-on-year in Spelling in relation to 2017 baseline data (NAPLAN and Soundwaves).</p>
Target 1.2	<p>All cohorts achieve positive growth year-on-year in Mathematics in relation to 2017 baseline data (NAPLAN and PATMaths).</p>
Target 1.3	<p>Evidence of school-wide approach to critical and creative thinking capabilities is observed in all classrooms</p>
Key Improvement Strategy 1.a Curriculum planning and assessment	<ul style="list-style-type: none"> • Documented, sequential programs of learning with a focus on literacy & numeracy • Reviewing & implementing a consistent approach to assessment & data management & use
Key Improvement Strategy 1.b Building practice excellence	<ul style="list-style-type: none"> • Embed a school-wide approach to critical and creative thinking capabilities
Goal 2	<p>Review leadership structures to ensure they are relevant and effective in embedding the school's vision, values and culture.</p>

Target 2.1	Year on year data improvement in Staff Survey school leadership measures.
Target 2.2	Year on year data improvement in the Parent Opinion Survey; including parent participation and involvement and teacher communication measures.
Key Improvement Strategy 2.a Building leadership teams	<ul style="list-style-type: none"> • Build role clarity, leadership capacity and structures that create a culture off empowerment, responsibility and growth for all staff • Develop and embed vision and values in line with the Strategic Plan • Effectively communicate and engage with all stakeholders
Goal 3	Develop a whole school approach to student wellbeing and engagement to foster resilient and connected students.
Target 3.1	Evaluate baseline data from the DET Attitudes to school survey.
Target 3.2	Implement whole school scope and sequence that addresses the teaching of personal and social learning.
Target 3.3	Work with a lead school to implement the initial stages of the Respectful Relationships program.
Key Improvement Strategy 3.a	<ul style="list-style-type: none"> • Evaluate the Attitudes to School Survey

Health and wellbeing	
Key Improvement Strategy 3.b Health and wellbeing	<ul style="list-style-type: none">* Evaluate our current student well being programs and practices* Research new initiatives that align with the Personal and Social Capabilities

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Develop curriculum and pedagogy that is consistently implemented across the school.</p> <p>To achieve positive learning growth for all students in Literacy and Numeracy.</p>	Yes	<p>All cohorts achieve positive growth year-on-year in Spelling in relation to 2017 baseline data (NAPLAN and Soundwaves).</p>	<p>NAPLAN Spelling growth for 2018-2020 will be greater than 1.0 (compared to 2016-2018 growth of 0.85) as tracked by SPAtacker.</p>
		<p>All cohorts achieve positive growth year-on-year in Mathematics in relation to 2017 baseline data (NAPLAN and PATMaths).</p>	<p>NAPLAN Mathematics data will improve on 2017-2019 (growth of 0.85) as tracked by Spatracker.</p> <p>For all cohorts to make twelve months growth minimum according to PAT Maths</p>
		<p>Evidence of school-wide approach to critical and creative thinking capabilities is observed in all classrooms</p>	<p>By the end of 2020, the Attitudes to School survey will show an improvement in the following measures:</p> <ul style="list-style-type: none"> - My teacher makes the work we do in class interesting (76%) - I am encouraged to share my ideas (71%) <p>By the end of 2020, the school designed teacher survey will show an improvement</p>

			in teacher confidence and knowledge in CoT between terms 1 and 4.
Review leadership structures to ensure they are relevant and effective in embedding the school's vision, values and culture.	No	Year on year data improvement in Staff Survey school leadership measures.	
		Year on year data improvement in the Parent Opinion Survey; including parent participation and involvement and teacher communication measures.	
Develop a whole school approach to student wellbeing and engagement to foster resilient and connected students.	Yes	Evaluate baseline data from the DET Attitudes to school survey.	Attitudes to School Survey results in 2020, in the measure of Student Voice and Agency, will improve from 64% to 68%.
		Implement whole school scope and sequence that addresses the teaching of personal and social learning.	The H&WB will evaluate the Respectful Relationship Curriculum and assess how it can be integrated with our personal and social learning scope and sequence.
		Work with a lead school to implement the initial stages of the Respectful Relationships program.	Attitudes to School survey results in 2020 will show an improvement in the measures of Managing Bullying (82% across grades 4-6) and Respect for Diversity (80% across grades 4-6).

Goal 1	Develop curriculum and pedagogy that is consistently implemented across the school. To achieve positive learning growth for all students in Literacy and Numeracy.	
12 Month Target 1.1	NAPLAN Spelling growth for 2018-2020 will be greater than 1.0 (compared to 2016-2018 growth of 0.85) as tracked by SPAtacker.	
12 Month Target 1.2	NAPLAN Mathematics data will improve on 2017-2019 (growth of 0.85) as tracked by Spatracker. For all cohorts to make twelve months growth minimum according to PAT Maths	
12 Month Target 1.3	By the end of 2020, the Attitudes to School survey will show an improvement in the following measures: - My teacher makes the work we do in class interesting (76%) - I am encouraged to share my ideas (71%) By the end of 2020, the school designed teacher survey will show an improvement in teacher confidence and knowledge in CoT between terms 1 and 4.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	<ul style="list-style-type: none"> Documented, sequential programs of learning with a focus on literacy & numeracy Reviewing & implementing a consistent approach to assessment & data management & use 	Yes
KIS 2 Building practice excellence	<ul style="list-style-type: none"> Embed a school-wide approach to critical and creative thinking capabilities 	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>This is a continued focus for the school as we have not met the goals of the Strategic Plan. This year we will fully implement an evidenced-based spelling program and monitor our progress against baseline data. We are using Soundwaves for grades 2-6 and LLLL for grades P-1. We are also part of a LLLL pilot program for grade 1. We need to continue to focus on consistency across the school.</p> <p>A staff Action Team has been created in 2020 to ensure we are able to embed the critical and creative thinking capabilities across the school in a manner that can be sustained. We deprioritised this area in 2019.</p>	

Goal 2	Develop a whole school approach to student wellbeing and engagement to foster resilient and connected students.	
12 Month Target 2.1	Attitudes to School Survey results in 2020, in the measure of Student Voice and Agency, will improve from 64% to 68%.	
12 Month Target 2.2	The H&WB will evaluate the Respectful Relationship Curriculum and assess how it can be integrated with our personal and social learning scope and sequence.	
12 Month Target 2.3	Attitudes to School survey results in 2020 will show an improvement in the measures of Managing Bullying (82% across grades 4-6) and Respect for Diversity (80% across grades 4-6).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	<ul style="list-style-type: none"> Evaluate the Attitudes to School Survey 	Yes
KIS 2 Health and wellbeing	<ul style="list-style-type: none"> * Evaluate our current student well being programs and practices * Research new initiatives that align with the Personal and Social Capabilities 	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>As we move through the Strategic Plan, it is imperative that we refocus our efforts on achieving our goals in this area. In 2020 we have created an Action Team that specifically will address student engagement. We have conducted the ATTOSS survey for two years and now are in a position to act on student feedback.</p> <p>This year we are a partner school for Respectful Relationships hence this will become a focus for the school in 2020.</p>	

Define Actions, Outcomes and Activities

Goal 1	<p>Develop curriculum and pedagogy that is consistently implemented across the school.</p> <p>To achieve positive learning growth for all students in Literacy and Numeracy.</p>
12 Month Target 1.1	<p>NAPLAN Spelling growth for 2018-2020 will be greater than 1.0 (compared to 2016-2018 growth of 0.85) as tracked by SPAtacker.</p>
12 Month Target 1.2	<p>NAPLAN Mathematics data will improve on 2017-2019 (growth of 0.85) as tracked by Spatracker.</p> <p>For all cohorts to make twelve months growth minimum according to PAT Maths</p>
12 Month Target 1.3	<p>By the end of 2020, the Attitudes to School survey will show an improvement in the following measures:</p> <ul style="list-style-type: none"> - My teacher makes the work we do in class interesting (76%) - I am encouraged to share my ideas (71%) <p>By the end of 2020, the school designed teacher survey will show an improvement in teacher confidence and knowledge in CoT between terms 1 and 4.</p>
KIS 1 Curriculum planning and assessment	<ul style="list-style-type: none"> • Documented, sequential programs of learning with a focus on literacy & numeracy • Reviewing & implementing a consistent approach to assessment & data management & use
Actions	<ol style="list-style-type: none"> 1. To ensure the Sound Waves spelling scope and sequence is embedded into our daily practice. 2. To implement spelling PLTs with the focus determined by the English team (note: PLTs held twice a term and reflected in the meeting schedule). 3. To empower staff with spelling pedagogy through training. 4. To administer the Sound Waves diagnostic assessment in Term 1 and 4 and to develop a tool to analyse the growth. 5. Maths planning to be discussed using data monthly at team planning meetings. 6. Whole staff professional learning to be facilitated through the learning elements of our staff meetings at least 3 times throughout the school year. 7. PAT Maths testing will occur in May and November 8. Investigate growth tracking tools for teachers that can be used ongoing throughout the year 9. Analysing the strengths and weaknesses of Streaming in Year 5 and 6 area

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * Explain the importance of learning spelling * Explain the purpose of a given maths lesson they are engaged in and what they need to do to achieve success * Receive differentiated maths learning targeting needs * Receive a minimum of 5 hours explicit maths learning each week <p>Teachers will:</p> <ul style="list-style-type: none"> * Explicitly teach a spelling lesson in accordance with the spelling lesson protocols * Explain what is currently best practice for the teaching of spelling * Engage in Maths and Spelling PLTs to examine teaching and learning * Engage in Maths and Spelling PDs * Monitor student learning ongoing throughout the year, which is then supported by PAT Maths assessments. * Plan maths based on student data. * Analyse PAT Maths data to identify cohort misconceptions and build these into the teaching and learning of Maths. * Participate in whole staff professional learning based on needs <p>Leaders will:</p> <ul style="list-style-type: none"> * Support and facilitate collaboration for staff to support the spelling action-research team * Support and facilitate the development of a consistent spelling model * Facilitate targeted professional learning in spelling and maths to build teacher capacity in these areas * Facilitate non-curriculum team discussions in alternate forums to team meetings 			
Success Indicators	<p>Spelling data will be collected at all year levels which will be used to monitor student growth A spelling assessment schedule will be refined and implemented across the school All teacher work planners will show evidence of explicit teaching of spelling and mathematics Meeting schedules will show allocation to PLTs and Professional Development Teacher PDPs will show links to targets of the 2020 AIP PATMaths data will be analysed to measure growth</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Term 1 and Term 4 Soundwaves diagnostic conducted	<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
Spelling and Mathematics PLT meetings held twice per term	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Participation in LLLL pilot program for grade 1 teachers	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Investigate growth tracking tools for teachers that can be used ongoing throughout the year	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole staff professional learning to be facilitated through the learning elements of our staff meetings at least 3 times throughout the school year in Mathematics.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PAT Maths testing will occur in May and November	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	<ul style="list-style-type: none"> Embed a school-wide approach to critical and creative thinking capabilities 			

Actions	<p>Speed sharing focused on making thinking visible in the classroom. Consult with staff to understand baseline knowledge, confidence and attitudes toward visible thinking. Develop and implement an action plan to support teachers in creating classrooms where thinking and learning are visible. Evaluate the action plan through classroom observations. Staff participation in CoT Harvard Online Action Research course</p>			
Outcomes	<p>Students will: Use thinking language, such as “I’ve made a connection between...”, “I wonder...”, “I used to think....but now I think” during classroom observations. Understand and explain different types of thinking as relevant to their year level.</p> <p>Teachers will: Demonstrate an ability to notice and name types of thinking in their students during classroom observations. Develop classrooms that are places in which thinking is valued. Explicitly plan for thinking in work programs. Demonstrate an improvement in understanding of what a culture of thinking is, their ability to plan for thinking, and an understanding of the different types of thinking that contribute to the development of understanding (survey data at the beginning and end of the year).</p> <p>Leaders will: Try out thinking routines in meetings (as evidenced by agendas and minutes). Ensure that conversations about students’ thinking is regularly taking place in team planning meetings.</p>			
Success Indicators	<p>Classroom audits twice per year by the Thinking and Inquiry team Audit of team planning/documentation Learning Intentions & Thinking Dispositions listed in classrooms Collect pre-assessment survey data</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Learning regarding thinking is prioritised in team planning meetings and is reflected in the structure of agendas	<input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Create and administer staff survey to gauge teacher confidence and ability in the teaching and planning of thinking	<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
Action plan developed by Thinking and Inquiry team to support the development of teacher confidence and ability to teach thinking	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Action plan implemented and evaluated	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Eight staff to participate in the Harvard Online Action Research course	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$8,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Develop a whole school approach to student wellbeing and engagement to foster resilient and connected students.			
12 Month Target 2.1	Attitudes to School Survey results in 2020, in the measure of Student Voice and Agency, will improve from 64% to 68%.			
12 Month Target 2.2	The H&WB will evaluate the Respectful Relationship Curriculum and assess how it can be integrated with our personal and social learning scope and sequence.			
12 Month Target 2.3	Attitudes to School survey results in 2020 will show an improvement in the measures of Managing Bullying (82% across grades 4-6) and Respect for Diversity (80% across grades 4-6).			
KIS 1 Health and wellbeing	<ul style="list-style-type: none"> Evaluate the Attitudes to School Survey 			

Actions	Analyse the Student Voice and Agency AtoSS results from 2018 and 2019 Develop and implement an action plan to support teachers in creating classrooms which promote student voice and engagement Engage in professional learning related to the FISO documents, Principles of Practice and Amplify to develop a whole school understanding of Student Voice and Agency			
Outcomes	<p>Students will:</p> Have authentic opportunities to participate in decision making that affects their learning. Students will feel more empowered in the school setting. Create goals related to their own learning needs. <p>Teachers will:</p> Assist student to take ownership of their learning by identifying strategies that support them to attain learning goals Empower students to present their own ideas, opinions, knowledge and experience Co-design opportunities for students to build partnerships that connect learning within and beyond the school <p>Leaders will:</p> Promotes and celebrate individual student and school achievements across the school. Support students' capacity to participate in whole school decision making. Use data from students to inform decision making.			
Success Indicators	improvement in Attitude to School Survey in the target areas. Team meeting minutes to reflect staff learning relating to relevant FISO documents. Regular celebration of individual student achievement across the school. Evidence of students being involved in whole school decision making			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Analysis of the 2018 and 2019 AtoSS to identify common themes and trends	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Develop an Action Plan to address identified needs from data analysis	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Action plan implemented and evaluated	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	* Evaluate our current student well being programs and practices * Research new initiatives that align with the Personal and Social Capabilities			
Actions	Conduct the school-wide Respectful Relationship Audit to identify professional learning needs of the school Participate in the Respectful Relationship cluster Integrate Respectful Relationships curriculum into our Personal and Social Capabilities scope and sequence Staff professional learning in the Respectful Relationship modules			
Outcomes	Students will: Feel as though there is a focus on matters other than core curriculum in their classroom Teachers will: Have an awareness across the school of the purpose of Respectful Relationships and how it fits in with our current curriculum Use language that promotes gender norms in students Participate in professional learning in this area Leaders will: * Provide guidance and support to the Wellbeing team and teachers around current and any new practices			
Success Indicators	The school will be an active participant in the Respectful Relationship cluster and begin to familiarise themselves with the Respectful Relationship program			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Relevant staff attend all cluster meetings in relation to Respectful Relationship	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Conduct and analyse the Respectful Relationship audit and determine a starting point for the program	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff professional learning session to introduce Respectful Relationships	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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	\$10,000.00	\$10,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$10,000.00	\$10,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Spelling and Mathematics PLT meetings held twice per term	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Participation in LLLL pilot program for grade 1 teachers	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Whole staff professional learning to be facilitated through the learning elements of our staff meetings at least 3 times throughout the school year in Mathematics.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Relevant staff attend all cluster meetings in relation to Respectful Relationship	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$4,000.00	\$4,000.00

	to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services		
Totals			\$10,000.00	\$10,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	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
Spelling and Mathematics PLT meetings held twice per term	✔ Assistant Principal	from: Term 1 to: Term 4	✔ Design of formative assessments ✔ Moderated assessment of student learning ✔ Formalised PLC/PLTs	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Learning Specialist	✔ On-site
Participation in LLLL pilot program for grade 1 teachers	✔ Assistant Principal	from: Term 1 to: Term 4	✔ Collaborative Inquiry/Action Research team ✔ Curriculum development	✔ Communities of Practice	✔ Teaching partners	✔ Off-site Little Learners Love Literacy HQ
Investigate growth tracking tools for teachers that can be used ongoing throughout the year	✔ Numeracy Leader	from: Term 3 to: Term 4	✔ Collaborative Inquiry/Action Research team	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Learning Specialist	✔ On-site
Whole staff professional learning to be facilitated through the learning elements of our staff meetings at least 3 times throughout the school year in Mathematics.	✔ Assistant Principal	from: Term 2 to: Term 4	✔ Planning ✔ Formalised PLC/PLTs	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Learning Specialist	✔ On-site
Learning regarding thinking is prioritised in team planning	✔ Team Leader(s)	from: Term 1	✔ Planning	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ School improvement partnerships	✔ On-site

meetings and is reflected in the structure of agendas		to: Term 4				
Eight staff to participate in the Harvard Online Action Research course	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Analysis of the 2018 and 2019 AtoSS to identify common themes and trends	<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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Develop an Action Plan to address identified needs from data analysis	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Action plan implemented and evaluated	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Relevant staff attend all cluster meetings in relation to Respectful Relationship	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Conduct and analyse the Respectful Relationship audit and determine a starting point for the program	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

Staff professional learning session to introduce Respectful Relationships	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources Respectful Relationship DET staff	<input checked="" type="checkbox"/> On-site
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