Submitted for review by Kris White (School Principal) on 11 December, 2019 at 11:01 AM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 23 December, 2019 at 12:31 PM
Awaiting endorsement by School Council President

2020 Annual Implementation Plan

for improving student outcomes

Glengala Primary School (5050)

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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Emerging moving towards Evolving

Professional leadership	Building leadership teams	Excelling
	Instructional and shared leadership	Embedding
	Strategic resource management	Excelling
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	This process allowed us to reflect on 2019 and prioritise for 2020.
Considerations for 2020	-Teachers using student data to identify professional learning needs to improve practice -Student voice and Agency -Goal setting and Feedback across cohorts -Sharing of goals and learning progressions with families -Student leadership development linked to voice and agency -Identifying and teaching to point of need
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To build staff and leadership capacity to develop a consistent approach to teaching and learning.
Target 1.1	1. Staff Opinion Survey: • Setting objectives and providing feedback – increase from 70.2% in 2016 to 75% in 2020 • Cooperative learning – increase from 85.7% in 2016 to 90% in 2020 • Collective focus on student learning – increase from 61.4% in 2016 to 66% in 2020 2. Student Attitudes to School Survey: • Effective Teaming Time increases from 78% in 2017 to 83% in 2020 • Teacher concern increasing from 70% in 2017 to 75% in 2020 • Stimulating learning increases from 75% in 2017 to 80% in 2020 3. Parent Opinion Survey: • Stimulating learning – increase from 6.03 in 2016 to 6.5 in 2020 • Learning focus – increase from 5.62 in 2016 to 6 in 2020
Key Improvement Strategy 1.a Building practice excellence	Embed an evidence based instructional model at the school.
Key Improvement Strategy 1.b Building practice excellence	Develop a whole school agreed vision
Key Improvement Strategy 1.c Building practice excellence	Ensure consistent use of co-teaching methodology in learning spaces across the school.
Goal 2	To improve student achievement levels and deliver growth with a focus on literacy and numeracy.
Target 2.1	1. Teacher Judgement (Panorama): Reading & Viewing 2016 2020 A&B 25% 30% C 49% 55% D&E 26% 15% Growth High Gain 2012-2016 2016-2020 Reading 20% 30% 2. Teacher Judgement (Panorama): Number & Algebra 2016 2020 A&B 13% 20% C 57% 75% D&E 30% 15% Growth High Gain 2012-2016 2016-2020 Numeracy 23% 30% 3. NAPLAN (Panorama): Top 2 Bands Reading 2016 2020 Yr 3 20% 25% Yr 5 29% 30% 4. NAPLAN (Panorama) Top 2 Bands Numeracy 2016 2020 Yr 3 10% 15% Yr 5 25% 30%

	5. Student Attitudes to School Survey: • Learning confidence increases from 81% in 2017 to 85% in 2020 6. Staff Opinion Survey: • Collective efficacy – increase from 47.7% in 2016 to 55% in 2020 • Guaranteed and Viable Curriculum – increase from 51.2% in 2016 to 65% in 2020 • Academic emphasis – increase from 44% in 2016 to 60% in 2020
Key Improvement Strategy 2.a Curriculum planning and assessment	Improve Literacy and Numeracy data collection and management.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build the capacity of staff to analyse data to plan for and differentiate curriculum that is appropriate for all learners at the school.
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop and embed Literacy and Numeracy curriculum documentation based on the Victorian Curriculum, eg. Guaranteed and Viable Curriculum, Curriculum Planners, Work Programs.
Goal 3	To build student confidence, resilience and engagement in learning.
Target 3.1	1. Staff Opinion Survey: • Staff trust in colleagues – increase from 53.4% in 2016 to 60% in 2020 • Trust in students & parents – increase from 35% in 2016 to 50% in 2020 • Setting objectives and providing feedback – increase from 70.2% in 2016 to 75% in 2020 2. Students Attitudes to School Survey: • Sense of Voice & Agency increases from 61% in 2017 to 66% in 2020 • Self –regulation & Goal Setting increases from 87% to 90% in 2020 • School Connectedness to increase from 75% in 2017 to 80% in 2020 3. Parent Opinion Survey: • Learning focus increase from 5.62 in 2016 to 6 in 2020 • Parent input increase from 5.86 in 2016 to 6 in 2020 4. Student Attendance: (Panorama) 2016 2020 20+ days absent 31% 25% 10-19 days absent 31% 25% < 10 days absent 38% 50% • No unexplained absences by 2020 down from an average of 8 in 2015* (2016 data not used due to omission of Yr6)

Key Improvement Strategy 3.a Empowering students and building school pride	Empower students to be part of their learning by setting aspirational goals.
Key Improvement Strategy 3.b Empowering students and building school pride	Develop models and structures for students to provide feedback to their peers and their staff about learning.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Implementation of the School Wide Positive Behaviour Support initiative across the school.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To build staff and leadership capacity to develop a consistent approach to teaching and learning.	Yes	1. Staff Opinion Survey: • Setting objectives and providing feedback – increase from 70.2% in 2016 to 75% in 2020 • Cooperative learning – increase from 85.7% in 2016 to 90% in 2020 • Collective focus on student learning – increase from 61.4% in 2016 to 66% in 2020 2. Student Attitudes to School Survey: • Effective Teaming Time increases from 78% in 2017 to 83% in 2020 • Teacher concern increasing from 70% in 2017 to 75% in 2020 • Stimulating learning increases from 75% in 2017 to 80% in 2020 3. Parent Opinion Survey: • Stimulating learning – increase from 6.03 in 2016 to 6.5 in 2020 • Learning focus – increase from 5.62 in 2016 to 6 in 2020	Staff Opinion Survey: • Setting objectives and providing feedback – increase from 70.2% in 2016 to 75% in 2020 • Cooperative learning – increase from 85.7% in 2016 to 90% in 2020 • Collective focus on student learning – increase from 61.4% in 2016 to 66% in 2020 Student Attitudes to School Survey: • Effective Teaming Time increases from 78% in 2017 to 83% in 2020 • Teacher concern increasing from 70% in 2017 to 75% in 2020 • Stimulating learning increases from 75% in 2017 to 80% in 2020 Parent Opinion Survey: • Stimulating learning – increase from 6.03 in 2016 to 6.5 in 2020 • Learning focus – increase from 5.62 in 2016 to 6 in 2020
To improve student achievement levels and deliver growth with a focus on literacy and numeracy.	Yes	1. Teacher Judgement (Panorama): Reading & Viewing 2016 2020 A&B 25% 30% C 49% 55% D&E 26% 15% Growth High Gain 2012-2016 2016-2020 Reading 20% 30% 2. Teacher Judgement (Panorama): Number & Algebra 2016 2020 A&B 13% 20% C 57% 75% D&E 30%	Teacher Judgement (Panorama): Reading & Viewing 2016 2020 A&B 25% 30% C 49% 55% D&E 26% 15% Growth High Gain 2012-2016 2016-2020 Reading 20% 30% Teacher Judgement (Panorama): Number & Algebra 2016 2020 A&B 13% 20% C

		15% Growth High Gain 2012-2016 2016-2020 Numeracy 23% 30% 3. NAPLAN (Panorama): Top 2 Bands Reading 2016 2020 Yr 3 20% 25% Yr 5 29% 30% 4. NAPLAN (Panorama) Top 2 Bands Numeracy 2016 2020 Yr 3 10% 15% Yr 5 25% 30% 5. Student Attitudes to School Survey: • Learning confidence increases from 81% in 2017 to 85% in 2020 6. Staff Opinion Survey: • Collective efficacy – increase from 47.7% in 2016 to 55% in 2020 • Guaranteed and Viable Curriculum – increase from 51.2% in 2016 to 65% in 2020 • Academic emphasis – increase from 44% in 2016 to 60% in 2020	57% 75% D&E 30% 15% Growth High Gain 2012-2016 2016-2020 Numeracy 23% 30% NAPLAN (Panorama): Top 2 Bands Reading 2016 2020 Yr 3 20% 25% Yr 5 29% 30% NAPLAN (Panorama) Top 2 Bands Numeracy 2016 2020 Yr 3 10% 15% Yr 5 25% 30% Student Attitudes to School Survey: • Learning confidence increases from 81% in 2017 to 85% in 2020 Staff Opinion Survey: • Collective efficacy – increase from 47.7% in 2016 to 55% in 2020 • Guaranteed and Viable Curriculum – increase from 51.2% in 2016 to 65% in 2020 • Academic emphasis – increase from 44% in 2016 to 60% in 2020
To build student confidence, resilience and engagement in learning.	Yes	1. Staff Opinion Survey: • Staff trust in colleagues – increase from 53.4% in 2016 to 60% in 2020 • Trust in students & parents – increase from 35% in 2016 to 50% in 2020 • Setting objectives and providing feedback – increase from 70.2% in 2016 to 75% in 2020 2. Students Attitudes to School Survey: • Sense of Voice & Agency increases from 61% in 2017 to 66% in 2020 • Self –regulation & Goal Setting increases from 87% to 90% in 2020 • School Connectedness to increase from 75% in 2017 to 80% in 2020 3. Parent Opinion Survey: • Learning focus increase from 5.62 in 2016 to 6 in 2020 • Parent input increase from 5.86 in 2016 to 6 in 2020	Staff Opinion Survey: • Staff trust in colleagues – increase from 53.4% in 2016 to 60% in 2020 • Trust in students & parents – increase from 35% in 2016 to 50% in 2020 • Setting objectives and providing feedback – increase from 70.2% in 2016 to 75% in 2020 Students Attitudes to School Survey: • Sense of Voice & Agency increases from 61% in 2017 to 66% in 2020 • Self – regulation & Goal Setting increases from 87% to 90% in 2020 • School Connectedness to increase from 75% in 2017 to 80% in 2020 Parent Opinion Survey: • Learning focus increase from 5.62 in 2016 to 6 in 2020 • Parent input increase from 5.86 in 2016 to 6 in 2020

		4. Student Attendance: (Panorama) 2016 2020 20+ days absent 31% 25% 10-19 days absent 31% 25% < 10 days absent 38% 50% • No unexplained absences by 2020 down from an average of 8 in 2015* (2016 data not used due to omission of Yr6)	Student Attendance: (Panorama) 2016 2020 20+ days absent 31% 25% 10-19 days absent 31% 25% < 10 days absent 38% 50% • No unexplained absences by 2020 down from an average of 8 in 2015* (2016 data not used due to omission of Yr6)

Goal 1	To build staff and leadership capacity to develop a consistent approach to teaching and learning.	
12 Month Target 1.1	Staff Opinion Survey: • Setting objectives and providing feedback – increase from 70.2% in 2016 to 75% in 2020 • Cooperative learning – increase from 85.7% in 2016 to 90% in 2020 • Collective focus on student learning – increase from 61.4% in 2016 to 66% in 2020 Student Attitudes to School Survey: • Effective Teaming Time increases from 78% in 2017 to 83% in 2020 • Teacher concern increasing from 70% in 2017 to 75% in 2020 • Stimulating learning increases from 75% in 2017 to 80% in 2020 Parent Opinion Survey: • Stimulating learning – increase from 6.03 in 2016 to 6.5 in 2020 • Learning focus – increase from 5.62 in 2016 to 6 in 2020	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Embed an evidence based instructional model at the school.	No
KIS 2 Building practice excellence	Develop a whole school agreed vision	No
KIS 3 Building practice excellence	Ensure consistent use of co-teaching methodology in learning spaces across the school.	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.	KIS 1 and 2 were foci of previous years in our SSP. We will further develop the consistent use of co-teaching methodology across the school	
Goal 2	To improve student achievement levels and deliver growth with a focus on literacy and numeracy.	
12 Month Target 2.1	Teacher Judgement (Panorama): Reading & Viewing 2016 2020 A&B 25% 30% C 49% 55% D&E 26% 15% Growth High Gain 2012-2016 2016-2020 Reading 20% 30% Teacher Judgement (Panorama): Number & Algebra 2016 2020 A&B 13% 20% C 57% 75% D&E 30% 15% Growth High Gain 2012-2016 2016-2020 Numeracy 23% 30% NAPLAN (Panorama): Top 2 Bands Reading 2016 2020 Yr 3 20% 25% Yr 5 29% 30% NAPLAN (Panorama) Top 2 Bands Numeracy 2016 2020 Yr 3 10% 15% Yr 5 25% 30% Student Attitudes to School Survey: • Learning confidence increases from 81% in 2017 to 85% in 2020 Staff Opinion Survey: • Collective efficacy – increase from 47.7% in 2016 to 55% in 2020 • Guaranteed and Viable Curriculum – increase from 51.2% in 2016 to 65% in 2020 • Academic emphasis – increase from 44% in 2016 to 60% in 2020	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Improve Literacy and Numeracy data collection and management.	Yes
KIS 2 Curriculum planning and assessment	Build the capacity of staff to analyse data to plan for and differentiate curriculum that is appropriate for all learners at the school.	Yes
KIS 3 Curriculum planning and assessment	Develop and embed Literacy and Numeracy curriculum documentation based on the Victorian Curriculum, eg. Guaranteed and Viable Curriculum, Curriculum Planners, Work Programs.	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.	We continue to build on staff capacity across all 3 KIS for this goal. We will move KIS 3 focus to development of GVC in Reading and Number.

Goal 3	To build student confidence, resilience and engagement in learning.
12 Month Target 3.1	Staff Opinion Survey: • Staff trust in colleagues – increase from 53.4% in 2016 to 60% in 2020 • Trust in students & parents – increase from 35% in 2016 to 50% in 2020 • Setting objectives and providing feedback – increase from 70.2% in 2016 to 75% in 2020 Students Attitudes to School Survey: • Sense of Voice & Agency increases from 61% in 2017 to 66% in 2020 • Self –regulation & Goal Setting increases from 87% to 90% in 2020 • School Connectedness to increase from 75% in 2017 to 80% in 2020 Parent Opinion Survey: • Learning focus increase from 5.62 in 2016 to 6 in 2020 • Parent input increase from 5.86 in 2016 to 6 in 2020 Student Attendance: (Panorama) 2016 2020 20+ days absent 31% 25% 10-19 days absent 31% 25% < 10 days absent 38% 50% • No unexplained absences by 2020 down from an average of 8 in 2015* (2016 data not used due to omission of Yr6)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Empower students to be part of their learning by setting aspirational goals.	Yes
KIS 2 Empowering students and building school pride	Develop models and structures for students to provide feedback to their peers and their staff about learning.	Yes
KIS 3 Setting expectations and promoting inclusion	Implementation of the School Wide Positive Behaviour Support initiative across the school.	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.	All 3 KIS continue to be a focus for 2020.

Define Actions, Outcomes and Activities

Goal 1	To build staff and leadership capacity to develop a consistent approach to teaching and learning.
12 Month Target 1.1	Staff Opinion Survey: • Setting objectives and providing feedback – increase from 70.2% in 2016 to 75% in 2020 • Cooperative learning – increase from 85.7% in 2016 to 90% in 2020 • Collective focus on student learning – increase from 61.4% in 2016 to 66% in 2020 Student Attitudes to School Survey: • Effective Teaming Time increases from 78% in 2017 to 83% in 2020 • Teacher concern increasing from 70% in 2017 to 75% in 2020 • Stimulating learning increases from 75% in 2017 to 80% in 2020 Parent Opinion Survey: • Stimulating learning – increase from 6.03 in 2016 to 6.5 in 2020 • Learning focus – increase from 5.62 in 2016 to 6 in 2020
KIS 1 Building practice excellence	Ensure consistent use of co-teaching methodology in learning spaces across the school.
Actions	Establish Action Team for Co-Teaching who develop and implement professional learning with a focus on co-teaching methodology
Outcomes	STUDENTS Improved engagement with learning Improved time on task Providing feedback to staff Develop a language of co-teaching TEACHERS Knowledge and use of co-teaching strategies Peer to Peer feedback Self reflection Self-directed learning Planning reflects co-teaching methodology LEADERS Support teachers and students to develop capacity and competency Drive Action Team Consistent knowledge of co-teaching Consistent language of co-teaching COMMUNITY Understanding that co-teaching methodology is implemented at Glengala

Success Indicators	Staff Opinion Survey: -Professional Learning through Peer observation from 75% positive in 2018 to 80% positive in 2020 -Seek Feedback to improve practice from 63% in 2018 to 70% in 2020 -Discuss Problems of Practice from 75% to 80% in 2020 -Teaching and Learning - Practice Improvement Module 90% overall Student Attitudes to School Survey: • Effective Teaming Time increases from 78% in 2017 to 83% in 2020 • Teacher concern increasing from 70% in 2017 to 75% in 2020 • Stimulating learning increases from 75% in 2017 to 80% in 2020 Parent Opinion Survey: -Stimulating Learning from 74% in 2018 to 95% in 2020 -Effective Teaching from 80% in 2018 to 90% in 2020

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish Co-teaching Action Team	☐ Leadership Team	☒ PLP Priority	from: Term 1 to: Term 1	$0.00 ☒ Equity funding will be used
Develop and implement action plan of Co-teaching Action Team	☐ School Improvement Team	☒ PLP Priority	from: Term 1 to: Term 1	$0.00 ☒ Equity funding will be used
Provide opportunities for staff to participate in focused observation of co-teaching practices	☐ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$9,000.00 ☐ Equity funding will be used

Learning walks with co-teaching focus	☐ All Staff ☐ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ✖ Equity funding will be used
Provide professional learning for staff on co-teaching methodology	☐ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ✖ Equity funding will be used

Goal 2	To improve student achievement levels and deliver growth with a focus on literacy and numeracy.
12 Month Target 2.1	Teacher Judgement (Panorama): Reading & Viewing 2016 2020 A&B 25% 30% C 49% 55% D&E 26% 15% Growth High Gain 2012-2016 2016-2020 Reading 20% 30% Teacher Judgement (Panorama): Number & Algebra 2016 2020 A&B 13% 20% C 57% 75% D&E 30% 15% Growth High Gain 2012-2016 2016-2020 Numeracy 23% 30% NAPLAN (Panorama): Top 2 Bands Reading 2016 2020 Yr 3 20% 25% Yr 5 29% 30% NAPLAN (Panorama) Top 2 Bands Numeracy 2016 2020 Yr 3 10% 15% Yr 5 25% 30% Student Attitudes to School Survey: • Learning confidence increases from 81% in 2017 to 85% in 2020 Staff Opinion Survey: • Collective efficacy – increase from 47.7% in 2016 to 55% in 2020 • Guaranteed and Viable Curriculum – increase from 51.2% in 2016 to 65% in 2020 • Academic emphasis – increase from 44% in 2016 to 60% in 2020
KIS 1 Curriculum planning and assessment	Improve Literacy and Numeracy data collection and management.
Actions	Establish Action Team for Teaching and Learning who develop and implement professional learning with a focus on Literacy and Numeracy
Outcomes	STUDENTS Improved understanding and knowledge of learning goals Providing feedback to staff on learning goals and steps to success Develop a language of learning goals TEACHERS Knowledge and use of teaching and learning strategies with focus on Literacy and Numeracy

	Peer to Peer feedback Self reflection Self-directed learning Planning reflects evidence pedagogical approaches to teaching and assessing literacy and numeracy Assessment collection in line with school expectations and timelines Develop capacity to analyse data and use this to inform planning of teaching and learning programs Reflect on data and use this to develop their own professional learning plans LEADERS Support teachers and students to develop capacity and competency Drive Action Team Consistent knowledge and language use with staff of literacy and numeracy strategies Monitor Case Management of Identified Student Cohorts COMMUNITY Understanding how Literacy and Numeracy curriculum is implemented at Glengala Understand how to support their child with learning
Success Indicators	Teacher Judgement Data: TBC due to data transfer issue Staff Opinion Survey: -Collective Efficacy aim to reach 55% for 2020 -Academic Emphasis aim to reach 60% for 2020

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish Teaching and Learning Action Team	☐ Leadership Team	✕ PLP Priority	from: Term 1 to: Term 1	$0.00 ✕ Equity funding will be used
Develop and implement action plan of Teaching and Learning Action Team	☐ School Improvement Team	✕ PLP Priority	from: Term 1 to: Term 4	$0.00 ✕ Equity funding will be used

Provide opportunities for leaders to participate in focused observation of teaching and learning practices around data collection and management	☐ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ✖ Equity funding will be used
Further implementation of COMPASS analytics	☐ All Staff ☐ Leadership Team	✖ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☐ Equity funding will be used
Provide professional learning for staff on teaching and learning practices (such as Assessment collection and collation)	☐ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☐ Equity funding will be used

KIS 2 Curriculum planning and assessment	Build the capacity of staff to analyse data to plan for and differentiate curriculum that is appropriate for all learners at the school.
Actions	Establish Action Team for Teaching and Learning who develop and implement professional learning with a focus on Literacy and Numeracy curriculum
Outcomes	STUDENTS Improved understanding and knowledge of learning goals Providing feedback to staff on learning goals and steps to success Develop a language of learning goals TEACHERS Knowledge and use of teaching and learning strategies with focus on Literacy and Numeracy Peer to Peer feedback Self reflection Self-directed learning Planning reflects evidence pedagogical approaches to teaching and assessing literacy and numeracy Assessment collection in line with school expectations and timelines Develop capacity to analyse data and use this to inform planning of teaching and learning programs

	Reflect on data and use this to develop their own professional learning plans LEADERS Support teachers and students to develop capacity and competency Drive Action Team Consistent knowledge and language use with staff of literacy and numeracy strategies Monitor Case Management of Identified Student Cohorts COMMUNITY Understanding how Literacy and Numeracy curriculum is implemented at Glengala Understand how to support their child with learning
Success Indicators	Teacher Judgement Data: TBC due to data transfer issue NAPLAN: -Increase in Top 2 Bands Reading in Yr 3 to 25% -Increase in Top 2 Bands Reading Yr 5 to 30% -Decrease in Bottom 2 Bands in Reading Yr 3 -Decrease in Bottom 2 Bands Reading in Yr 5 -Increase in Top 2 Bands Numeracy Yr 3 to 15% -Increase in Top 2 Bands Numeracy Yr 5 to 30% -Decrease in Bottom 2 Bands in Numeracy Yr 3 -Decrease in Bottom 2 Bands Numeracy in Yr 5 Student Attitude to School: -Learning Confidence increase from 73% in 2018 to 85% in 2020 Staff Opinion Survey: -Collective Efficacy aim to reach 55% for 2020 -Guaranteed and Viable to maintain or exceed 2019 performance of 66% -Academic Emphasis aim to reach 60% for 2020

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish Teaching and Learning Action Team	⬜ Leadership Team	✖ PLP Priority	from: Term 1 to: Term 1	$0.00 ✖ Equity funding will be used

Develop and implement action plan of Teaching and Learning Action Team	☐ School Improvement Team	✖ PLP Priority	from: Term 1 to: Term 4	$0.00 ✖ Equity funding will be used
Provide opportunities for staff to participate in focused observation of teaching and learning practices	☐ Leadership Team	✖ PLP Priority	from: Term 1 to: Term 4	$9,000.00 ☐ Equity funding will be used
Learning walks with a teaching and learning focus	☐ All Staff	✖ PLP Priority	from: Term 1 to: Term 4	$0.00 ✖ Equity funding will be used
Provide professional learning for staff on teaching and learning practices (such as Explicit Teaching in the Instruction Model)	☐ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☐ Equity funding will be used
Effective use of school wide work program documentation to plan sequences of learning that differentiate for student needs	☐ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ✖ Equity funding will be used
PLC/Ts to operate to implement the FISO Inquiry Cycle for the analysis of data and its impact on teaching and learning	☐ Leadership Team	✖ PLP Priority	from: Term 1 to: Term 4	$0.00 ✖ Equity funding will be used

Identify, track and support students in the Top 2 bands in Reading and Numeracy through targeted case management. (Maintain in Top 2 Bands)	☐ Assistant Principal ☐ Leadership Team ☐ Principal ☐ Teacher(s)	✖ PLP Priority	from: Term 3 to: Term 4	$9,000.00 ☐ Equity funding will be used
Identify, track and support students in the top of Band 4 in Yr 3 and top of Band 6 in Yr 5 in Reading and Numeracy (Move to Top 2 Bands)	☐ Assistant Principal ☐ Leadership Team ☐ Principal ☐ Teacher(s)	✖ PLP Priority	from: Term 3 to: Term 4	$9,000.00 ☐ Equity funding will be used
Identify, track and support students in the top of Band 2 in Yr 3 and top of Band 4 in Yr 5 in Reading and Numeracy through targeted case management. (Move out of Bottom 2 Bands)	☐ Assistant Principal ☐ Leadership Team ☐ Principal ☐ Teacher(s)	✖ PLP Priority	from: Term 3 to: Term 4	$9,000.00 ☐ Equity funding will be used
New students are to be assessed across Literacy and Numeracy within the first week of enrolment	☐ Teacher(s) ☐ Team Leader(s)	✖ PLP Priority	from: Term 1 to: Term 4	$4,500.00 ☐ Equity funding will be used
Cohort identification for PDP - 6 students (enable, at, extend) for all staff	☐ Education Support ☐ Teacher(s)	✖ PLP Priority	from: Term 1 to: Term 4	$9,000.00 ☐ Equity funding will be used

KIS 3 Curriculum planning and assessment	Develop and embed Literacy and Numeracy curriculum documentation based on the Victorian Curriculum, eg. Guaranteed and Viable Curriculum, Curriculum Planners, Work Programs.
Actions	Establish Action Team for Teaching and Learning who develop and implement professional learning with a focus on the development of a guaranteed and viable curriculum
Outcomes	STUDENTS Improved understanding and knowledge of learning goals Providing feedback to staff on learning goals and steps to success Develop a language of learning goals TEACHERS Knowledge and use of teaching and learning strategies with focus on Literacy and Numeracy Peer to Peer feedback Self reflection Self-directed learning Planning reflects evidence pedagogical approaches to teaching and assessing literacy and numeracy Assessment collection in line with school expectations and timelines Develop capacity to analyse data and use this to inform planning of teaching and learning programs Reflect on data and use this to develop their own professional learning plans LEADERS Support teachers and students to develop capacity and competency Drive Action Team Consistent knowledge and language use with staff of literacy and numeracy strategies Monitor Case Management of Identified Student Cohorts COMMUNITY Understanding how Literacy and Numeracy curriculum is implemented at Glengala Understand how to support their child with learning
Success Indicators	Staff Opinion Survey: -Collective Efficacy aim to reach 55% for 2020 -Guaranteed and Viable to maintain or exceed 2019 performance of 66% -Academic Emphasis aim to reach 60% for 2020 GVC documents developed and piloted. Evidence of feedback on GVC documents.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish Teaching and Learning Action Team	☐ Leadership Team	⌧ PLP Priority	from: Term 1 to: Term 1	$0.00 ⌧ Equity funding will be used
Develop and implement action plan of Teaching and Learning Action Team	☐ School Improvement Team	⌧ PLP Priority	from: Term 1 to: Term 4	$0.00 ⌧ Equity funding will be used
Provide professional learning for staff on teaching and learning practices	☐ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used
Participation in DPS Prin Network CoP	☐ Assistant Principal ☐ Principal	⌧ PLP Priority	from: Term 1 to: Term 4	$0.00 ⌧ Equity funding will be used
PLC/Ts to operate to implement the FISO Inquiry Cycle for the GVC pilot and its impact on teaching and learning	☐ Assistant Principal ☐ Learning Specialist(s) ☐ Teacher(s) ☐ Team Leader(s)	⌧ PLP Priority	from: Term 1 to: Term 4	$0.00 ⌧ Equity funding will be used

Effective use of GVC documentation to plan sequences of learning that differentiate for student needs on a continuum	☐ Leadership Team ☐ School Improvement Team ☐ Teacher(s) ☐ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☒ Equity funding will be used

Goal 3	To build student confidence, resilience and engagement in learning.			
12 Month Target 3.1	Staff Opinion Survey: • Staff trust in colleagues – increase from 53.4% in 2016 to 60% in 2020 • Trust in students & parents – increase from 35% in 2016 to 50% in 2020 • Setting objectives and providing feedback – increase from 70.2% in 2016 to 75% in 2020 Students Attitudes to School Survey: • Sense of Voice & Agency increases from 61% in 2017 to 66% in 2020 • Self –regulation & Goal Setting increases from 87% to 90% in 2020 • School Connectedness to increase from 75% in 2017 to 80% in 2020 Parent Opinion Survey: • Learning focus increase from 5.62 in 2016 to 6 in 2020 • Parent input increase from 5.86 in 2016 to 6 in 2020 Student Attendance: (Panorama) 2016 2020 20+ days absent 31% 25% 10-19 days absent 31% 25% < 10 days absent 38% 50% • No unexplained absences by 2020 down from an average of 8 in 2015* (2016 data not used due to omission of Yr6)			
KIS 1 Empowering students and building school pride	Empower students to be part of their learning by setting aspirational goals.			
Actions	Establish Action Team for Teaching and Learning who develop and implement professional learning with a focus on the development of aspirational learning goals and feedback			
Outcomes	STUDENTS Improved understanding and knowledge of learning goals Providing feedback to staff on learning goals and steps to success Develop a language of learning goals Learning Goals for Reading, Number & Writing are articulated by students TEACHERS Knowledge and use of teaching and learning strategies with focus on goal setting and feedback Peer to Peer feedback Self reflection on Goal Setting & Feedback Self-directed learning by staff for the area of Feedback			

	Planning reflects evidence of setting, monitoring and tracking student learning goals Goal setting and feedback in line with school expectations and timelines Develop capacity to analyse data and use this to inform goal setting and feedback Reflect on data and use this to develop their own professional learning plans LEADERS Support teachers and students to develop capacity and competency Drive Action Team Consistent knowledge and language use with staff of goal setting and feedback Monitor Case Management of Identified Student Cohorts to demonstrate greater differentiation of instruction COMMUNITY Understanding how student goal setting and feedback is implemented at Glengala Understand how to support their child with learning
Success Indicators	Staff Opinion Survey (due to change in provided data set Leadership have correlated data to best fit for areas that have been selected): -Trust in Students and Parents to reach 55% in 2020 -Promote Student Ownership of Learning Goals (substituted in due to changes in survey composition) to reach 90% in 2020 Student Attitudes to School Survey: -Sense of Voice and Agency to reach 66% in 2020 -Self-regulation and Goal Setting to reach 90% in 2020 Parent Opinion Survey (due to change in provided data set Leadership have correlated data to best fit for areas that have been selected): -Effective Teaching to reach 90% in 2020 Attendance: Year to Date To reflect the change in the data sets provided; - 30+ days to decrease to 10% in 2020 - 20-29.5 days to decrease to 10% in 2020 -10-19.5 days to decrease to 32% in 2020 -<10 days to increase to 48% in 2020

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish Teaching and Learning Action Team	Leadership Team	⚹ PLP Priority	from: Term 1	$0.00

				to: Term 1	✕ Equity funding will be used
Develop and implement action plan of Teaching and Learning Action Team	☐ School Improvement Team	✕ PLP Priority	from: Term 1 to: Term 4	$0.00 ✕ Equity funding will be used
Provide professional learning for staff on student goal setting and quality feedback	☐ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ✕ Equity funding will be used
PLC/Ts to operate to implement the FISO Inquiry Cycle for student goal setting and feedback, and its impact on teaching and learning	☐ PLC Leaders ☐ Teacher(s)	✕ PLP Priority	from: Term 1 to: Term 4	$0.00 ✕ Equity funding will be used
Goal setting and feedback in line with school expectations and timelines	☐ Teacher(s)	✕ PLP Priority	from: Term 1 to: Term 4	$0.00 ✕ Equity funding will be used
Planning reflects evidence of setting, monitoring and tracking student learning goals	☐ Teacher(s)	✕ PLP Priority	from: Term 1 to: Term 4	$0.00 ✕ Equity funding will be used
KIS 2 Empowering students and building school pride	Develop models and structures for students to provide feedback to their peers and their staff about learning.			

Actions	Establish Action Team for Teaching and Learning who develop and implement professional learning with a focus on the development of aspirational learning goals and feedback
Outcomes	STUDENTS Improved understanding and knowledge of learning goals Providing feedback to staff on learning goals and steps to success Develop a language of learning goals TEACHERS Knowledge and use of teaching and learning strategies with focus on goal setting and feedback Peer to Peer feedback Self reflection Self-directed learning Planning reflects evidence of setting, monitoring and tracking student learning goals Goal setting and feedback in line with school expectations and timelines Develop capacity to analyse data and use this to inform goal setting and feedback Reflect on data and use this to develop their own professional learning plans LEADERS Support teachers and students to develop capacity and competency Drive Action Team Consistent knowledge and language use with staff of goal setting and feedback COMMUNITY Understanding how student goal setting and feedback is implemented at Glengala Understand how to support their child with learning
Success Indicators	Staff Opinion Survey (due to change in provided data set Leadership have correlated data to best fit for areas that have been selected): -Trust in Students and Parents to reach 55% in 2020 -Promote Student Ownership of Learning Goals (substituted in due to changes in survey composition) to reach 90% in 2020 Student Attitudes to School Survey: -Sense of Voice and Agency to reach 66% in 2020 -Self-regulation and Goal Setting to reach 90% in 2020 Parent Opinion Survey (due to change in provided data set Leadership have correlated data to best fit for areas that have been selected): -Effective Teaching to reach 90% in 2020 Attendance: Year to Date To reflect the change in the data sets provided;

	- 30+ days to decrease to 10% in 2020 - 20-29.5 days to decrease to 10% in 2020 -10-19.5 days to decrease to 32% in 2020 -<10 days to increase to 48% in 2020				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
As per KIS 3.a		☐ Leadership Team	✕ PLP Priority	from: Term 1 to: Term 4	$0.00 ✕ Equity funding will be used
KIS 3 Setting expectations and promoting inclusion	Implementation of the School Wide Positive Behaviour Support initiative across the school.				
Actions	Establish Action Team for Student Wellbeing who develop and implement professional learning with a focus on the development of SWPBS, RRRR, and attendance				
Outcomes	STUDENTS Students can articulate expected behaviours Students are learning in a safe and orderly environment Students live the vision and values of the school Students feel valued and have a sense of belonging to the school community Students celebrate the accomplishments of themselves and their peers Students will be using a consistent and positive language around behaviour and expectations. STAFF Staff live the vision and values of the school Staff are working in a safe and orderly environment Staff will be using a consistent language around practice, behaviour and expectations Staff feel valued and have a sense of belonging to the school community Staff are discussing, analysing and actioning problems of practice around behaviour management. SWPBS TEAM Evidence of weekly, monthly, termly analysis of tracking and data collections Consideration of implications of decisions on inclusion and diversity.				

LEADERS
Leaders are providing a vehicle to support discussion of problems of practice around behaviour management
Leaders feel valued and have a sense of belonging to the school community
COMMUNITY
Members live the vision and values of the school
Members are participating in a safe and orderly environment
Members will be using a consistent language around behaviour and expectations
Members feel valued and have a sense of belonging to the school community.

Success Indicators	Staff Opinion Survey (due to change in provided data set Leadership have correlated data to best fit for areas that have been selected): -Trust in Students and Parents to reach 55% in 2020 -Trust in Colleagues to continue to exceed expectations above 60% in 2020 Student Attitudes to School Survey: -Sense of Voice and Agency to reach 66% in 2020 -Self-regulation and Goal Setting to reach 90% in 2020 -School Connectedness to reach 80% in 2020 Parent Opinion Survey(due to change in provided data set Leadership have correlated data to best fit for areas that have been selected): -Parent Participation and Involvement to continue to exceed expectations at above 90% in 2020 -Effective Teaching to reach 90% in 2020 Attendance: Year to Date To reflect the change in the data sets provided; - 30+ days to decrease to 10% in 2020 - 20-29.5 days to decrease to 10% in 2020 -10-19.5 days to decrease to 32% in 2020 -<10 days to increase to 48% in 2020

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish Student Wellbeing Action Team	☐ Leadership Team	✖ PLP Priority	from: Term 1 to: Term 1	$80,000.00

				☐ Equity funding will be used
Develop and implement action plan for Student Wellbeing	☐ School Improvement Team	☒ PLP Priority	from: Term 1 to: Term 4	$0.00 ☒ Equity funding will be used
Provide PL to staff around student wellbeing	☐ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used
Development and implement behaviour flowchart of major and minor behaviours	☐ School Improvement Team ☐ Teacher(s) ☐ Wellbeing Team	☒ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Develop, refine and extend behaviour recognition program	☐ School Improvement Team ☐ Student(s) ☐ Teacher(s) ☐ Wellbeing Team	☒ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Develop and implement an attendance action plan	☐ School Improvement Team	☒ PLP Priority	from: Term 1 to: Term 4	$14,000.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$253,500.00	$225,500.00
Additional Equity funding	$35,000.00	$20,756.00
Grand Total	$288,500.00	$246,256.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Provide opportunities for staff to participate in focused observation of co-teaching practices	from: Term 1 to: Term 4	☐ CRT	$9,000.00	$9,000.00
Further implementation of COMPASS analytics	from: Term 1 to: Term 4	☐ Support services	$4,000.00	$4,000.00
Provide professional learning for staff on teaching and learning practices (such as Assessment collection and collation)	from: Term 1 to: Term 4	☐ Teaching and learning programs and resources ☐ Professional development (excluding CRT costs and new FTE) ☐ CRT	$30,000.00	$30,000.00
Provide opportunities for staff to participate in focused observation of teaching and learning practices	from: Term 1	☐ CRT	$9,000.00	$9,000.00

	to: Term 4			
Provide professional learning for staff on teaching and learning practices (such as Explicit Teaching in the Instruction Model)	from: Term 1 to: Term 4	☐ School-based staffing ☐ Teaching and learning programs and resources ☐ Professional development (excluding CRT costs and new FTE) ☐ CRT ☐ Assets	$40,000.00	$40,000.00
Identify, track and support students in the Top 2 bands in Reading and Numeracy through targeted case management. (Maintain in Top 2 Bands)	from: Term 3 to: Term 4	☐ School-based staffing ☐ Teaching and learning programs and resources ☐ Professional development (excluding CRT costs and new FTE)	$9,000.00	$9,000.00
Identify, track and support students in the top of Band 4 in Yr 3 and top of Band 6 in Yr 5 in Reading and Numeracy (Move to Top 2 Bands)	from: Term 3 to: Term 4	☐ School-based staffing ☐ Teaching and learning programs and resources ☐ Professional development (excluding CRT costs and new FTE)	$9,000.00	$9,000.00
Identify, track and support students in the top of Band 2 in Yr 3 and top of Band 4 in Yr 5 in Reading and Numeracy through targeted case management. (Move out of Bottom 2 Bands)	from: Term 3 to: Term 4	☐ School-based staffing ☐ Teaching and learning programs and resources ☐ Professional development (excluding CRT costs and new FTE)	$9,000.00	$9,000.00
New students are to be assessed across Literacy and Numeracy within the first week of enrolment	from: Term 1 to: Term 4	☐ CRT	$4,500.00	$4,500.00
Cohort identification for PDP - 6 students (enable, at, extend) for all staff	from: Term 1	☐ Teaching and learning programs and resources ☐ CRT	$9,000.00	$9,000.00

	to: Term 4			
Provide professional learning for staff on teaching and learning practices	from: Term 1 to: Term 4	☐ Professional development (excluding CRT costs and new FTE)	$10,000.00	$10,000.00
Establish Student Wellbeing Action Team	from: Term 1 to: Term 1	☐ School-based staffing ☐ Support services	$80,000.00	$52,000.00
Provide PL to staff around student wellbeing	from: Term 1 to: Term 4	☐ Professional development (excluding CRT costs and new FTE) ☐ CRT	$10,000.00	$10,000.00
Development and implement behaviour flowchart of major and minor behaviours	from: Term 1 to: Term 4	☐ Teaching and learning programs and resources	$2,000.00	$2,000.00
Develop, refine and extend behaviour recognition program	from: Term 1 to: Term 4	☐ School-based staffing ☐ Teaching and learning programs and resources	$5,000.00	$5,000.00
Develop and implement an attendance action plan	from: Term 1 to: Term 4	☐ School-based staffing	$14,000.00	$14,000.00
Totals			$253,500.00	$225,500.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Technology supports	from: Term 1 to: Term 4	☐ Assets	$35,000.00	$20,756.00
Totals			$35,000.00	$20,756.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide opportunities for staff to participate in focused observation of co-teaching practices	☐ School Improvement Team	from: Term 1 to: Term 4	☐ Collaborative Inquiry/Action Research team ☐ Peer observation including feedback and reflection ☐ Demonstration lessons	☐ Formal School Meeting / Internal Professional Learning Sessions ☐ PLC/PLT Meeting	☐ Internal staff ☐ Departmental resources ☐ Practice Principles for Excellence in Teaching and Learning ☐ High Impact Teaching Strategies (HITS)	☐ On-site
Learning walks with co-teaching focus	☐ All Staff ☐ Student(s)	from: Term 1 to: Term 4	☐ Collaborative Inquiry/Action Research team ☐ Peer observation including feedback and reflection ☐ Demonstration lessons	☐ Professional Practice Day ☐ Formal School Meeting / Internal Professional Learning Sessions	☐ Internal staff ☐ Learning Specialist ☐ Literacy Leaders	☐ On-site
Provide professional learning for staff on co-teaching methodology	☐ School Improvement Team	from: Term 1 to: Term 4	☐ Collaborative Inquiry/Action Research team ☐ Formalised PLC/PLTs ☐ Individualised Reflection	☐ Whole School Pupil Free Day ☐ Professional Practice Day ☐ Formal School Meeting / Internal Professional Learning Sessions ☐ PLC/PLT Meeting	☐ Internal staff ☐ Learning Specialist ☐ Literacy Leaders ☐ High Impact Teaching Strategies (HITS) ☐ Numeracy leader	☐ On-site

Provide opportunities for leaders to participate in focused observation of teaching and learning practices around data collection and management	☐ Leadership Team	from: Term 1 to: Term 4	☐ Peer observation including feedback and reflection ☐ Formalised PLC/PLTs ☐ Demonstration lessons	☐ Whole School Pupil Free Day ☐ Professional Practice Day ☐ Formal School Meeting / Internal Professional Learning Sessions ☐ PLC/PLT Meeting	☐ Internal staff ☐ Learning Specialist ☐ Literacy Leaders ☐ Practice Principles for Excellence in Teaching and Learning ☐ High Impact Teaching Strategies (HITS) ☐ Numeracy leader	☐ On-site
Provide professional learning for staff on teaching and learning practices (such as Assessment collection and collation)	☐ School Improvement Team	from: Term 1 to: Term 4	☐ Collaborative Inquiry/Action Research team ☐ Formalised PLC/PLTs ☐ Individualised Reflection	☐ Whole School Pupil Free Day ☐ Professional Practice Day ☐ Formal School Meeting / Internal Professional Learning Sessions ☐ PLC/PLT Meeting	☐ Internal staff ☐ Learning Specialist ☐ Literacy Leaders ☐ Practice Principles for Excellence in Teaching and Learning ☐ High Impact Teaching Strategies (HITS) ☐ Numeracy leader	☐ On-site
Provide professional learning for staff on teaching and learning practices (such as Explicit Teaching in the Instruction Model)	☐ School Improvement Team	from: Term 1 to: Term 4	☐ Planning ☐ Formalised PLC/PLTs ☐ Demonstration lessons	☐ Whole School Pupil Free Day ☐ Professional Practice Day ☐ Formal School Meeting / Internal Professional Learning Sessions ☐ PLC/PLT Meeting	☐ Internal staff ☐ Learning Specialist ☐ Literacy Leaders ☐ Practice Principles for Excellence in Teaching and Learning ☐ Pedagogical Model	☐ On-site

				☐ High Impact Teaching Strategies (HITS) ☐ Numeracy leader	
Effective use of school wide work program documentation to plan sequences of learning that differentiate for student needs	☐ Teacher(s)	from: Term 1 to: Term 4	☐ Design of formative assessments ☐ Moderated assessment of student learning ☐ Curriculum development	☐ Whole School Pupil Free Day ☐ Professional Practice Day ☐ Formal School Meeting / Internal Professional Learning Sessions ☐ Communities of Practice ☐ PLC/PLT Meeting	☐ Internal staff ☐ Learning Specialist ☐ Literacy Leaders ☐ External consultants Mathematics consultant ☐ Practice Principles for Excellence in Teaching and Learning ☐ Pedagogical Model ☐ High Impact Teaching Strategies (HITS) ☐ Numeracy leader	☐ On-site
Provide professional learning for staff on teaching and learning practices	☐ School Improvement Team	from: Term 1 to: Term 4	☐ Peer observation including feedback and reflection ☐ Individualised Reflection ☐ Demonstration lessons	☐ Whole School Pupil Free Day ☐ Professional Practice Day ☐ Formal School Meeting / Internal Professional Learning Sessions ☐ Timetabled Planning Day ☐ Network Professional Learning ☐ Communities of Practice	☐ Internal staff ☐ Learning Specialist ☐ Literacy Leaders ☐ Practice Principles for Excellence in Teaching and Learning ☐ Pedagogical Model ☐ High Impact Teaching Strategies (HITS) ☐ Numeracy leader	☐ On-site

					PLC/PLT Meeting Area Principal Forums Regional Leadership Conferences		
Effective use of GVC documentation to plan sequences of learning that differentiate for student needs on a continuum	Leadership Team School Improvement Team Teacher(s) Team Leader(s)	from: Term 1 to: Term 4	Planning Curriculum development Formalised PLC/PLTs	Whole School Pupil Free Day Professional Practice Day Formal School Meeting / Internal Professional Learning Sessions Timetabled Planning Day Network Professional Learning Communities of Practice PLC/PLT Meeting	Literacy expertise Internal staff Learning Specialist Literacy Leaders Practice Principles for Excellence in Teaching and Learning Pedagogical Model High Impact Teaching Strategies (HITS) Numeracy leader	On-site	
Provide professional learning for staff on student goal setting and quality feedback	School Improvement Team	from: Term 1 to: Term 4	Moderated assessment of student learning Peer observation including feedback and reflection Demonstration lessons	Whole School Pupil Free Day Professional Practice Day Formal School Meeting / Internal Professional Learning Sessions Timetabled Planning Day PLC/PLT Meeting	Internal staff Learning Specialist Literacy Leaders Practice Principles for Excellence in Teaching and Learning Pedagogical Model High Impact Teaching Strategies (HITS) Numeracy leader	On-site	

Provide PL to staff around student wellbeing	☐ School Improvement Team	from: Term 1 to: Term 4	☐ Peer observation including feedback and reflection ☐ Formalised PLC/PLTs ☐ Student voice, including input and feedback	☐ Whole School Pupil Free Day ☐ Professional Practice Day ☐ Formal School Meeting / Internal Professional Learning Sessions ☐ PLC/PLT Meeting	☐ Internal staff ☐ Learning Specialist ☐ Departmental resources SWPBS, RRRR, Attendance officer	☐ On-site