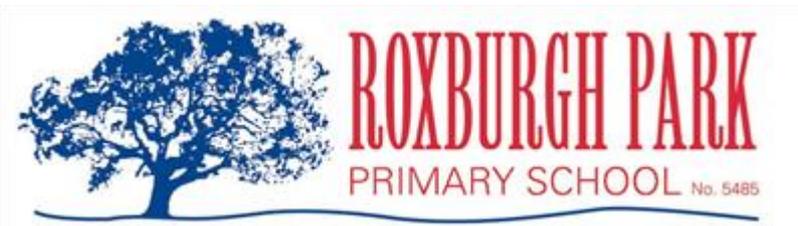


2021 Annual Implementation Plan

for improving student outcomes

Roxburgh Park Primary School (5485)



Submitted for review by Samantha Kenely (School Principal) on 29 January, 2021 at 03:39 PM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 25 February, 2021 at 10:07 AM
Endorsed by Kim Khalifa (School Council President) on 01 March, 2021 at 01:52 PM

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	<p>School Community have worked well together to provide remote learning. A shift in priorities was required to ensure delivery of effective remote learning for students.</p> <p>Reviewing our school vision and mission has been a positive experience and helped unite all teaching, ES and Admin staff. Professional learning for staff has shifted to developing a deeper understanding of PLCs and an inquiry into the systems and structures necessary to establish effective PLCs.</p> <p>A change of Leadership staff has seen a shift in curriculum and teaching and learning expectations. Remote Learning has exposed some gaps in the understanding of best practice teaching and learning strategies. There is not a consistent instructional model. One that is based on best practice and department recommendations.</p>
Considerations for 2021	<p>Involve students and parents to finalise new school vision and mission.</p> <p>A focus on teaching and learning for 2021 with the development of a Guarantee and viable curriculum through developing</p>

	<p>Essential Learning. A consistent PLC approach using a Teaching and Learning cycle with support from leadership to work with middle level team leaders on developing best practice.</p> <p>A consistent instruction model is required and professional learning for 2021 will focus on curriculum development and high teaching impact strategies.</p> <p>A restructure of the leadership team to ensure high levels of support for teachers. Two leading teachers to provide instruction coaching with a focus on consistency on an instructional model.</p> <p>Resumption of work on SWPBS (in particular the behavior response system and reward system)</p> <p>2 Learning specialist - Inclusion leaders using a response to Tiered Intervention approach - Level 1: class based differentiation, Level 2: Small group student specific sessions, Level 3: Individual Plans, PSD.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Maximise the literacy learning growth of each student
Target 2.1	Increase the proportion of students achieving above expected level in the Victorian Curriculum for Speaking and Listening from 14% (average 2016-2018) to 20%, triangulated from designated norm referenced data sets.
Target 2.2	Increase the proportion of students making high and medium relative gains in Reading (Year 3 to Year 5) from 84% (three-year average) to 87%.
Target 2.3	Increase the proportion of students making high and medium relative gain in NAPLAN Writing (Year 3 to Year 5) from 76% (three-year average 2016-2018) to 79%.

Target 2.4	Increase positive endorsement of the Years 4-6 Attitudes to School Survey Factor Sense of confidence from 78.5% (two-year average) to 83%.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Improve consistency of teaching and learning practices, based upon the effective use of student assessment data and feedback
Key Improvement Strategy 2.b Evaluating impact on learning	Strengthen student capabilities in goal setting and self-assessment of their learning progress
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build teacher capacity to understand and assess the developmental stages of EAL students in speaking, listening, Reading and Writing based upon the Victorian EAL Standards and EAL Continuum
Goal 3	Improve numeracy outcomes for every student
Target 3.1	Increase the proportion of students making high and medium relative gain in NAPLAN Numeracy (Year 3 to Year 5) from 74% (three-year average 2016-2018) to 78%.
Target 3.2	Increase the proportion of students achieving above expected level in the Victorian Curriculum Mathematics strands by 25%, triangulated from designated norm referenced data sets.
Target 3.3	Increase the proportion of Year 5 students in the top two NAPLAN Numeracy bands from 12% (three-year average 2016-2018) to 18% (three-year average

Target 3.4	Increase positive endorsement for the Years 4-6 Attitudes to School Survey Factor Sense of connectedness from 81% (two-year average) to 83%.
Key Improvement Strategy 3.a Building practice excellence	Build teacher instructional knowledge and assessment capability in effective mathematical teaching and learning approaches
Key Improvement Strategy 3.b Building practice excellence	Enhance practice excellence through targeted professional learning, coaching, collaborative planning and colleague feedback
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Increase opportunities for students to engage in project and authentic problem-solving learning challenges
Goal 4	To improve student voice and agency in learning
Target 4.1	Increase positive endorsement of the Years 4-6 Attitudes to School Survey Factor Student voice and agency from 70% (two-year average) to 74%
Target 4.2	Increase positive endorsement of the Years 4-6 Attitudes to School Survey Factor Sense of inclusion from 87% (two-year average) to 90%
Target 4.3	Reduce the proportion of students with 30+ days absence (three-year average 2016-2018) from 23% to 20%.

Target 4.4	<ul style="list-style-type: none"> • Increase positive endorsement of the Parent Opinion Survey Factor Student agency and voice from 80% (two-year average) from 80% to 84%.
Key Improvement Strategy 4.a Intellectual engagement and self-awareness	Build teacher capacity to use formative assessment, to enable co-constructed individual student learning goals and success criteria
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Develop teacher and student knowledge and use of metacognition approaches
Key Improvement Strategy 4.c Empowering students and building school pride	Establish and sustain learning environments that foster independence, interdependence, intrinsic motivation and self-worth
Goal 5	To enhance each student's capacity to be happy, healthy and resilient
Target 5.1	Increase positive endorsement of the Years 4-6 Attitudes to School Survey factor Effective classroom behaviour from 73% (two-year average) to 80%.
Target 5.2	Increase positive endorsement of the Years 4-6 Attitudes to School Survey factor Motivation and interest from 86% (two-year average) to 88%.
Target 5.3	Increase positive endorsement of the Years 4-6 Attitudes to School Survey factor Resilience from 81.5% (two-year average) to 83%.
Target 5.4	Increase positive endorsement of the Parent Opinion Survey factor for Promoting positive behaviour from 89.5% (two-year average) to 91%.

Key Improvement Strategy 5.a Health and wellbeing	Enhance teacher capacity to incorporate social and emotional learning programs into their classroom practices
Key Improvement Strategy 5.b Setting expectations and promoting inclusion	Build student capacity for positive and self-regulating behaviour, exemplifying school values and articulation of high expectations
Key Improvement Strategy 5.c Health and wellbeing	Establish and sustain a healthy school environment inclusive of high aspirations for staff, students and families

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning Catch-up and Extension:</p> <p>Reduce the amount of students sitting 6 months below in reading in Year P-6 by 10%</p> <p>Reduce the amount of students sitting 6 months below in Number in:</p> <p>Year P-1 by 20%</p> <p>Year 2-6 by 10%</p> <p>Happy, active and Healthy kids:</p> <p>Increase positive endorsement of the Years 4-6 Attitudes to School Survey factor Motivation and interest from 86% (two-year average) to 88%.</p> <p>Connected Schools:</p> <p>95% of families connected and engaged with Sentral, our online communication tool.</p> <p>90% of parents engaging with School Newsletter.</p>

Maximise the literacy learning growth of each student	Yes	Increase the proportion of students achieving above expected level in the Victorian Curriculum for Speaking and Listening from 14% (average 2016-2018) to 20%, triangulated from designated norm referenced data sets.	Increase the proportion of students achieving above expected level in the Victorian Curriculum for Speaking and Listening from 14% (average 2016-2018) to 20%, triangulated from designated norm referenced data sets.
		Increase the proportion of students making high and medium relative gains in Reading (Year 3 to Year 5) from 84% (three-year average) to 87%.	Increase the proportion of students making high and medium relative gains in Reading (Year 3 to Year 5) from 84% (three-year average) to 87%.
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		Increase positive endorsement of the Years 4-6 Attitudes to School Survey Factor Sense of confidence from 78.5% (two-year average) to 83%.	Increase positive endorsement of the Years 4-6 Attitudes to School Survey Factor Sense of confidence from 78.5% (two-year average) to 83%.
Improve numeracy outcomes for every student	Yes	Increase the proportion of students making high and medium relative gain in NAPLAN Numeracy (Year 3 to Year 5) from 74% (three-year average 2016-2018) to 78%.	Increase the proportion of students making high and medium relative gain in NAPLAN Numeracy (Year 3 to Year 5) from 74% (three-year average 2016-2018) to 78%.
		Increase the proportion of students achieving above expected level in the Victorian Curriculum Mathematics strands by 25%, triangulated from designated norm referenced data sets.	Increase the proportion of students achieving above expected level in the Victorian Curriculum Mathematics strands by 25%, triangulated from designated norm referenced data sets.

		Increase the proportion of Year 5 students in the top two NAPLAN Numeracy bands from 12% (three-year average 2016- 2018) to 18% (three-year average	Increase the proportion of Year 5 students in the top two NAPLAN Numeracy bands from 12% (three-year average 2016- 2018) to 18% (three-year average
		Increase positive endorsement for the Years 4-6 Attitudes to School Survey Factor Sense of connectedness from 81% (two-year average) to 83%.	Increase positive endorsement for the Years 4-6 Attitudes to School Survey Factor Sense of connectedness from 81% (two-year average) to 83%.
To improve student voice and agency in learning	No	Increase positive endorsement of the Years 4-6 Attitudes to School Survey Factor Student voice and agency from 70% (two-year average) to 74%	
		Increase positive endorsement of the Years 4-6 Attitudes to School Survey Factor Sense of inclusion from 87% (two-year average) to 90%	
		Reduce the proportion of students with 30+ days absence (three-year average 2016-2018) from 23% to 20%.	
		<ul style="list-style-type: none"> • Increase positive endorsement of the Parent Opinion Survey Factor Student agency and voice from 80% (two-year average) from 80% to 84%. 	

To enhance each student's capacity to be happy, healthy and resilient	No	Increase positive endorsement of the Years 4-6 Attitudes to School Survey factor Effective classroom behaviour from 73% (two-year average) to 80%.	
		Increase positive endorsement of the Years 4-6 Attitudes to School Survey factor Motivation and interest from 86% (two-year average) to 88%.	
		Increase positive endorsement of the Years 4-6 Attitudes to School Survey factor Resilience from 81.5% (two-year average) to 83%.	
		Increase positive endorsement of the Parent Opinion Survey factor for Promoting positive behaviour from 89.5% (two-year average) to 91%.	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Learning Catch-up and Extension:</p> <p>Reduce the amount of students sitting 6 months below in reading in Year P-6 by 10%</p> <p>Reduce the amount of students sitting 6 months below in Number in: Year P-1 by 20% Year 2-6 by 10%</p> <p>Happy, active and Healthy kids: Increase positive endorsement of the Years 4-6 Attitudes to School Survey factor Motivation and interest from 86% (two-year average) to 88%.</p> <p>Connected Schools: 95% of families connected and engaged with Sentral, our online communication tool.</p>

	90% of parents engaging with School Newsletter.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	Maximise the literacy learning growth of each student	
12 Month Target 2.1	Increase the proportion of students achieving above expected level in the Victorian Curriculum for Speaking and Listening from 14% (average 2016-2018) to 20%, triangulated from designated norm referenced data sets.	
12 Month Target 2.2	Increase the proportion of students making high and medium relative gains in Reading (Year 3 to Year 5) from 84% (three-year average) to 87%.	
12 Month Target 2.3	Increase the proportion of students making high and medium relative gain in NAPLAN Writing (Year 3 to Year 5) from 76% (three-year average 2016-2018) to 79%.	

12 Month Target 2.4	Increase positive endorsement of the Years 4-6 Attitudes to School Survey Factor Sense of confidence from 78.5% (two-year average) to 83%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Improve consistency of teaching and learning practices, based upon the effective use of student assessment data and feedback	Yes
KIS 2 Evaluating impact on learning	Strengthen student capabilities in goal setting and self-assessment of their learning progress	No
KIS 3 Evidence-based high-impact teaching strategies	Build teacher capacity to understand and assess the developmental stages of EAL students in speaking, listening, Reading and Writing based upon the Victorian EAL Standards and EAL Continuum	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.	Current evidence indicates that there is inconsistency of the teaching and learning practices. Goal setting is currently teacher lead. Transitioning from the EAL continuum to the new EAL standards.	
Goal 3	Improve numeracy outcomes for every student	
12 Month Target 3.1	Increase the proportion of students making high and medium relative gain in NAPLAN Numeracy (Year 3 to Year 5) from 74% (three-year average 2016-2018) to 78%.	
12 Month Target 3.2	Increase the proportion of students achieving above expected level in the Victorian Curriculum Mathematics strands by 25%, triangulated from designated norm referenced data sets.	
12 Month Target 3.3	Increase the proportion of Year 5 students in the top two NAPLAN Numeracy bands from 12% (three-year average 2016-2018) to 18% (three-year average)	

12 Month Target 3.4	Increase positive endorsement for the Years 4-6 Attitudes to School Survey Factor Sense of connectedness from 81% (two-year average) to 83%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher instructional knowledge and assessment capability in effective mathematical teaching and learning approaches	Yes
KIS 2 Building practice excellence	Enhance practice excellence through targeted professional learning, coaching, collaborative planning and colleague feedback	Yes
KIS 3 Intellectual engagement and self-awareness	Increase opportunities for students to engage in project and authentic problem-solving learning challenges	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Current evidence indicates that there is inconsistency of the teaching and learning practices. Due to COVID this goal was not a focus and targets were unable to be measured due to NAPLAN and Victorian Curriculum scores not being recorded in Sem 1 2020. This also has the largest progress gap based from student data for the SSP cycle.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Learning Catch-up and Extension:</p> <p>Reduce the amount of students sitting 6 months below in reading in Year P-6 by 10%</p> <p>Reduce the amount of students sitting 6 months below in Number in: Year P-1 by 20% Year 2-6 by 10%</p> <p>Happy, active and Healthy kids: Increase positive endorsement of the Years 4-6 Attitudes to School Survey factor Motivation and interest from 86% (two-year average) to 88%.</p> <p>Connected Schools:</p> <p>95% of families connected and engaged with Sentral, our online communication tool.</p> <p>90% of parents engaging with School Newsletter.</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. the instructional model - workshop model).</p> <p>Establish/embed/maintain PLC/TLC structures to support teacher collaboration and reflection of strengthen teaching practice.</p> <p>Establish a response to intervention (RTI) Framework.</p> <p>Establish small group tutoring programs aligned with RTI.</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - know how lessons are structured and how this supports their learning. - access targeted academic support or intervention if deemed eligible. - experience success and celebrate the acquisition of knowledge.

	<p>Teachers will:</p> <ul style="list-style-type: none"> - confidently and accurately identify student learning needs of their students. - meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons. - use HITS to plan lessons and units. - consistently and explicitly implement the school's instructional model. - have a consistent understanding of core-curriculum priority areas. <p>Leaders will:</p> <ul style="list-style-type: none"> - build capacity of individual and teams of teachers to evaluate and plan curriculum, assessments and lessons through coaching and delivering Professional learning. - build capacity of teachers to use HITS to plan lessons and units through coaching and learning walks. - consistently and explicitly implement the school's instructional model through coaching and providing professional learning. - establish intervention/small group tutoring. 			
Success Indicators	<p>Implementation of RTI framework (Educational):</p> <ul style="list-style-type: none"> - Determine processes/structures for collecting and monitoring school wide data - Establish criteria for identifying students requiring individual tailored support - Establish and deliver Tier 2 intervention program <p>Implementation of the Teaching and Learning cycle:</p> <ul style="list-style-type: none"> - Focus & Assess, Teach & Learn, Track & Adapt, Evaluate & Reflect - Established a collaborative space for planning <p>Implementation of a coaching model to support teaching and learning.</p> <p>Established Instructional model across the school.</p> <p>Observations of changes to classroom practice, and student engagement in the learning.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Hiring of two Inclusion leaders to develop and run an intervention program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$135,000.00 <input type="checkbox"/> Equity funding will be used

PLCs - Establish Teaching and Learning process of Focus & Assess, Teach & Learn, Track & Adapt, Evaluate & Reflect	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish a collaborative planning space for teams to meet for plan for inquiry and differentiation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff professional learning: - Schedule and organise professional learning on instructional model - Engage with DET PLC Leaders for support the capacity of middle PLC leaders	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,400.00 <input type="checkbox"/> Equity funding will be used
Establish RTI framework: - Determine processes/structures for collecting and monitoring school wide data - Establish criteria for identifying students requiring individual tailored support - Establish and deliver Tier 2 intervention program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Teaching and Learning Coaches - focus on instructional model and explicit teaching strategies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Establish a response to intervention (RTI) Framework for behavior support. Further develop the SWPBS framework.			

	Continue facilitation of the Positive Climate for learning FISO SIT group. Establish a Wellbeing Room to support student self-awareness, self-management, problem solving and social skills.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - participate in the development of the SWPBS matrix and reward system. - have access to social worker, SSS and external supports (if eligible). - engage in ongoing social/emotional activities. <p>Teachers will:</p> <ul style="list-style-type: none"> - promote and participate in the development of the SWPBS matrix and reward system. - promote the work of the Positive Climate for Learning FISO SIT group. - consider Social/emotional development across the year and implement classroom based interventions where required. - undertake professional learning in Positive Climate for Learning elements. <p>Leaders will:</p> <ul style="list-style-type: none"> - ensure student leadership structure is in place, comprising of School Captains, House captains, JSC representatives (Student Action Teams). - facilitate the further development of the SWPBS framework. - lead and promote the work of Positive Climate for Learning FISO SIT group. - work with teams to revisit the social/emotional curriculum and respectful relationships. - engage with families and agencies. - establish a response to intervention (RTI) Framework for behavior support. - resource and establish a wellbeing room to cater for student sensory and emotional needs. 			
Success Indicators	<p>Increase positive endorsement of the Years 4-6 Attitudes to School Survey factor Effective classroom behaviour from 73% (two-year average) to 80%.</p> <p>Implementation of RTI framework (Behavioural):</p> <ul style="list-style-type: none"> - Determine processes/structures for collecting and monitoring school wide data - Establish criteria for identifying students requiring individual tailored support - Establish and deliver Tier 2 intervention program <p>Observations of changes to classroom practice, and student engagement in the learning. Further reflection and development on the Social/Emotional curriculum, indicative in curriculum documentation.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Revision of Social/emotional curriculum	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
FISO focus team for Positive Climate for Learning (SWPBS)	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation of RTI framework (Behavioural): - Determine processes/structures for collecting and monitoring school wide data - Establish criteria for identifying students requiring individual tailored support - Establish and deliver Tier 2 intervention program	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish a Wellbeing Room to support student self-awareness, self-management, problem solving and social skills.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,500.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Strengthen and embed a whole school vision and mission statements. Improve partnerships with parents/careers. Create learning partnerships through Community Hub. Develop and plan for increasing the engagement of parents/careers that are harder to reach and have high absence.			
Outcomes	Students will: - be connected to resources and learning opportunities.			

	<p>Teachers will:</p> <ul style="list-style-type: none"> -recognize the role of parents/carers as first educators and engage them in school learning programs. - regularly connect with parents through the main communication tool, SENTRAL. - keep parents/carers updated on teaching and learning through school Newsletter by contributing to publication of 'The Roxy Reporter' twice a term. <p>Leaders will:</p> <ul style="list-style-type: none"> - set up process and systems to improve communication with parents/carers. - create opportunities for Community input and feedback through multiple sources. - create learning partnerships beyond the school community. 			
Success Indicators	<p>95% of families connected and engaged with Sentral, our online communication tool 90% of parents engaging with School Newsletter Agreed School vision and mission documented and displayed across the school Community input and feedback through community conversations, surveys and parent/teacher conferences</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Community Conversations - Semester 1, 2021</p> <ul style="list-style-type: none"> - School Vision and mission statements - school communication - school wide positive behaviours 	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
Goal 2	Maximise the literacy learning growth of each student			
12 Month Target 2.1	Increase the proportion of students achieving above expected level in the Victorian Curriculum for Speaking and Listening from 14% (average 2016-2018) to 20%, triangulated from designated norm referenced data sets.			
12 Month Target 2.2	Increase the proportion of students making high and medium relative gains in Reading (Year 3 to Year 5) from 84% (three-year average) to 87%.			
12 Month Target 2.3	Increase the proportion of students making high and medium relative gain in NAPLAN Writing (Year 3 to Year 5) from 76% (three-year average 2016-2018) to 79%.			

12 Month Target 2.4	Increase positive endorsement of the Years 4-6 Attitudes to School Survey Factor Sense of confidence from 78.5% (two-year average) to 83%.
KIS 1 Evidence-based high-impact teaching strategies	Improve consistency of teaching and learning practices, based upon the effective use of student assessment data and feedback
Actions	Develop and implement a coaching model. Support the understanding of and ensure consistent use of the school's instructional model. Implement the effective use of literacy teaching practices in the instructional model. Develop data literacy.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - understand their role and the teacher's role throughout the instructional model. - be able to articulate the instructional model. - be able to articulate their goals and progress against their goals. <p>Teachers will:</p> <ul style="list-style-type: none"> - consistently use the structure of the instructional model. - use effective teaching practices in their classrooms. - participate in peer observations and coaching to reflect on their own teaching practices. - know how to identify their students' progress against the curriculum and identify their learning needs. - use assessment and data to plan the teaching and learning program. - be able to develop a plan for learning using students' assessment data through an inquiry cycle. <p>Leaders will:</p> <ul style="list-style-type: none"> - provide professional learning to support the implementation of effective teaching practices. - develop their own coaching capacity. - ensure consistent use of the instructional model across the school. - build capacity of staff to analyse and use data.
Success Indicators	Coaching proforma to capture observations from coaching opportunities. Weekly planning reflects the instructional model and teaching practices for a literacy classroom. Planning is flexible and responsive to student data/evidence of learning. Teachers engage in the PLC Inquiry cycle.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement a coaching model: The leadership team will develop a model for coaching and observations at the school. Develop protocols and a proforma for recording observations. Implement regular coaching for feedback to improve practices.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Embed the use of the instructional model. Leaders will provide professional reading and staff PL around the instructional model and the practices used in the teaching of literacy. Leaders will participate in coaching to embed consistency in the use of the instructional model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning of common Literacy teaching practices. Coaching and observations of effective practices and feedback.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Data literacy. Staff PL to develop their data literacy and how to use feedback to drive the data conversations and the planning of an effective curriculum. Leadership team to support collaborative planning teams to analyse data as part of the Teaching and Learning Cycle/	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Build teacher capacity to understand and assess the developmental stages of EAL students in speaking, listening, Reading and Writing based upon the Victorian EAL Standards and EAL Continuum			
Actions	Develop an understanding of the developmental stages of the EAL curriculum. Build teacher capacity and understanding of the EAL curriculum. Develop teacher capacity to implement EAL learning. Develop knowledge of EAL language and literacy skills.			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - build confidence to communicate effectively. - understand the nature of language and adapt it according to context. - understand how language works to create meaning. <p>Teachers will:</p> <ul style="list-style-type: none"> - understand the developmental stages of the EAL curriculum. - use the continuum to develop the communicative skills of EAL learners. - be able to assess the students against the EAL Standards. <p>Leaders will:</p> <ul style="list-style-type: none"> - build staff capacity to use the EAL curriculum to plan for an effective EAL program. - build staff capacity to assess against the EAL standards. - support staff to provide appropriate intervention for EAL learners. 			
Success Indicators	<p>Planning documents reflect EAL learning curriculum. Student progress against the EAL standards. Coaching and observations.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Hire inclusion leaders to support the coaching and implementation of an EAL program.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$120,000.00 <input type="checkbox"/> Equity funding will be used
Learning specialist will build teacher's capacity to implement an effective EAL intervention program and build the capacity to improve the literacy of their EAL learners. They will support the Education support staff to support the students in developing their literacy skills.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Specialist will provide staff professional learning to develop their understanding of the EAL continuum. They will	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

provide opportunities to analyse the data and how to assess their students against the EAL standards.			to: Term 4	<input type="checkbox"/> Equity funding will be used
Goal 3	Improve numeracy outcomes for every student			
12 Month Target 3.1	Increase the proportion of students making high and medium relative gain in NAPLAN Numeracy (Year 3 to Year 5) from 74% (three-year average 2016-2018) to 78%.			
12 Month Target 3.2	Increase the proportion of students achieving above expected level in the Victorian Curriculum Mathematics strands by 25%, triangulated from designated norm referenced data sets.			
12 Month Target 3.3	Increase the proportion of Year 5 students in the top two NAPLAN Numeracy bands from 12% (three-year average 2016- 2018) to 18% (three-year average			
12 Month Target 3.4	Increase positive endorsement for the Years 4-6 Attitudes to School Survey Factor Sense of connectedness from 81% (two-year average) to 83%.			
KIS 1 Building practice excellence	Build teacher instructional knowledge and assessment capability in effective mathematical teaching and learning approaches			
Actions	Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching and goal setting. Develop teacher knowledge and capacity to implement differentiated instruction in numeracy within the instructional model.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - understand their role and the teacher's role throughout the instructional model. - be able to articulate the instructional model. - be able to articulate their goals and progress against their goals. - be able to communicate their maths learning habits. <p>Teachers will:</p> <ul style="list-style-type: none"> - use the improvement cycle and PLC approach to analyse data effectively to assign accurate learning goals to students. - understand student dispositions in maths and how they affect their learning. - understand the four proficiencies and how they can be planned for effectively. - consistently use the structure of the instructional model. - be able to plan collaboratively with reference to evidence based resources. 			

	<ul style="list-style-type: none"> - use effective teaching practices in their classrooms. - participate in peer observations and coaching to reflect on their own teaching practices. <p>Leaders will:</p> <ul style="list-style-type: none"> - establish effective professional learning team structures across the school. - allocate time for teachers to collaborate and work in professional learning teams. - build staff knowledge of goal setting (HIT 1) and understand it's impact. - see learning goals and intentions in every classroom. - be able to clearly articulate the difference between a strong learning goal and weak learning goal. 			
Success Indicators	<p>Improvement in Staff opinion survey in this school we use assessment data to make decisions about teaching and learning. Documented teaching and learning programs, yearly overviews, term overviews, weekly lesson plans, learning resources. Peer/student observation notes and photos of learning goals.</p> <p>Anecdotal evidence of student learning goals and how they are tracked over units of work.</p> <p>Reflection and feedback i.e. student perception surveys about learning goals, teacher conference notes, student reflections about their learning goals.</p> <p>Student assessment and learning i.e. conferencing notes and portfolio tasks showcasing learning goals achieved or worked towards.</p> <p>Professional learning i.e. meeting schedules, staff professional learning, PLC journals.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>School visit to high performing maths school by maths LT and SVA leaders.</p> <p>The team is interested in observations on goal setting and assessments used by a school making above average relative growth. Are they setting two or more goals at a time and what are they based on: Dispositional goals and/or skill based goals. Are these individualised? Are they based from student conferences or feedback from assessments? Matrix or VC Continuum.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Curriculum day Understand sequences of learning with references to professional texts Analyse MOI data</p>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$300.00

<p>Focus on Goal setting How to use MOI to assign goals Use student learning goals to inform planning Track student learning goals Assess student learning goals via the MOI assessment Collaboratively plan for their students individual needs What are proficiencies and why they are important Difference between understanding and correct answer</p>				<input checked="" type="checkbox"/> Equity funding will be used
<p>Leaders supporting teams with a "critical friend" Supporting team leaders pre and post meetings Ensure whole school norms and protocols are consistent (MOI assessment, planning documents, differentiated learning for individual grades)</p>	<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
<p>Professional learning of common Numeracy teaching practices. Coaching and observations of effective practices and feedback.</p>	<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
KIS 2 Building practice excellence	Enhance practice excellence through targeted professional learning, coaching, collaborative planning and colleague feedback			
Actions	Develop and implement a coaching model to support consistent implementation of the schools pedagogical model. Develop and implement a peer observation model to support consistent practice of the schools pedagogical model.			
Outcomes	Students will: - provide feedback to teachers about their understanding and experiences within maths lessons. Teachers will: - effectively use professional reading and knowledge to create units of work knowing the sequence of learning. - collaborate and plan units of work as a team adapting and individualising to their own class needs.			

	<ul style="list-style-type: none"> - moderate student work samples to ensure consistency across the cohort/school. - effectively use assessment tools to track student's growth to ensure movement. - participate in peer observations across the school in a purposeful way. - support graduates and new staff through targeted planning and assessment within teams. - share their knowledge and experience across the school and provide feedback to one another. <p>Leaders will:</p> <ul style="list-style-type: none"> - ensure teacher readiness for feedback. - support teachers in effectively administering assessments to inform future planning. - support teachers in effectively analysing assessment data to inform future planning. - provide guidance through planning sessions and assessment moderation during collaborative planning. 			
Success Indicators	<p>Improvement in the learning environment in my school is orderly and focused in the staff opinion survey. Curriculum instruction and teaching and learning programs are well coordinated across the different year levels at the school. See minimal variation between classroom instructional practice - data collected from learning walks. Understand the structure of the instructional model - evident through learning walks. Use the instructional model regularly to plan and deliver lessons - evident through lesson plans and learning walks.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement a coaching model. The leadership team will develop a model for coaching and observations at the school. Develop protocols and a proforma for recording observations. Implement regular coaching for feedback to improve practices.	<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
Coaching / Mentoring Employment of a Leading teacher to facilitate coaching meetings and sessions. Leading teacher - Teaching and Learning Coach - (1.0) LT 5	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$126,671.00 <input checked="" type="checkbox"/> Equity funding will be used
Peer observations: Leadership team will work through an inquiry on best practice for	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

<p>peer observations. The leadership team will develop documentation for effective observations and ensure timetable and protocols for peer observation.</p>			<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used</p>
<p>Data literacy. Staff PL to develop their data literacy and how to use feedback to drive the data conversations and the planning of an effective curriculum. Leadership team to support collaborative planning teams to analyse data as part of the Teaching and Learning Cycle/</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$131,471.00	\$131,471.00
Additional Equity funding	\$715,606.00	\$687,605.00
Grand Total	\$847,077.00	\$819,076.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish a Wellbeing Room to support student self-awareness, self-management, problem solving and social skills.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$4,500.00	\$4,500.00
Curriculum day Understand sequences of learning with references to professional texts Analyse MOI data Focus on Goal setting How to use MOI to assign goals Use student learning goals to inform planning Track student learning goals Assess student learning goals via the MOI assessment Collaboratively plan for their students individual needs What are proficiencies and why they are important Difference between understanding and correct answer	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$300.00	\$300.00

Coaching / Mentoring Employment of a Leading teacher to facilitate coaching meetings and sessions. Leading teacher - Teaching and Learning Coach - (1.0) LT 5	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$126,671.00	\$126,671.00
Totals			\$131,471.00	\$131,471.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional Learning: High Reliability Schools: Principal Team Training Solution Tree: PLC Professional Learning: Leadership Team Middle Leaders - Leading teams through PLCs - support through PLC DET Leaders	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$14,500.00	\$14,500.00
Professional Development - Global PD Membership	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$500.00	\$500.00
Art Show & Writers Festival: activities for whole school, CRT, Service Providers	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Language Experience equipment \$500 for each year Level	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,000.00	\$4,000.00

Literacy Resources: Library books Reading sets	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,330.00	\$4,330.00
Respectful Relationships PD SWPB Support Books SWPB School Value awards	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,500.00	\$4,500.00
Wellbeing Support fund for families & Awards	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$1,000.00	\$1,000.00
Community Hub Family Support Programs and whole school Breakfast club	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$3,000.00	\$3,000.00
Grade 6 Graduation Family Support Fund Dinner, Awards, Dance Lessons	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Support services	\$4,010.00	\$4,010.00
Sports Education: Excursions and Activities Service Provider - CRT Transport	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$15,500.00	\$15,500.00
Numeracy Resource Books Numeracy Technology Equipment	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,500.00	\$4,500.00
STEM Program: Student led project, CRT	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00

	to: Term 2			
Additional Staffing: Assistant Principal - Teaching Excellence - Libbi (1.0) AP 1 Additional Teacher to keep class sizes lower - Kerry (1.0) CT2 2 Multicultural Aid x 2 - Saba (0.79) ES 2 and Ruba (0.79) ES 2 First Aid/Wellbeing Admin - Anita (0.76) ES 2 Social Worker - Louise (1.0) ES 3 Community Hub Co-ordinator - Nadia (0.4) ES 2 Additional Spec for assessment/peer observation - Tony (0.8) CT2 5 Additional Classroom Support ES - Hira (0.81) ES 1	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$645,571.00	\$617,570.00
Computer Applications: Reading Eggs Lexile/Scholastic learning Zone) Mathletics	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$7,195.00	\$7,195.00
Totals			\$715,606.00	\$687,605.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLCs - Establish Teaching and Learning process of Focus & Assess, Teach & Learn, Track & Adapt, Evaluate & Reflect	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Staff professional learning: - Schedule and organise professional learning on instructional model - Engage with DET PLC Leaders for support the capacity of middle PLC leaders	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Establish RTI framework: - Determine processes/structures for collecting and monitoring school wide data - Establish criteria for identifying students requiring individual tailored support - Establish and deliver Tier 2 intervention program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Teaching and Learning Coaches - focus on	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site

instructional model and explicit teaching strategies	<input checked="" type="checkbox"/> Leading Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection		<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Curriculum day Understand sequences of learning with references to professional texts Analyse MOI data Focus on Goal setting How to use MOI to assign goals Use student learning goals to inform planning Track student learning goals Assess student learning goals via the MOI assessment Collaboratively plan for their students individual needs What are proficiencies and why they are important Difference between understanding and correct answer	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Leaders supporting teams with a "critical friend" Supporting team leaders pre and post meetings Ensure whole school norms and protocols are consistent (MOI assessment, planning	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

documents, differentiated learning for individual grades)						
Professional learning of common Numeracy teaching practices. Coaching and observations of effective practices and feedback.	<input checked="" type="checkbox"/> Leadership Team	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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implement a coaching model. The leadership team will develop a model for coaching and observations at the school. Develop protocols and a proforma for recording observations. Implement regular coaching for feedback to improve practices.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site