

2019 Annual Implementation Plan

for improving student outcomes

Herne Hill Primary School (4681)



Submitted for review by Shane Ezard (School Principal) on 07 December, 2018 at 12:41 PM
Endorsed by Leanne Preece (Senior Education Improvement Leader) on 20 December, 2018 at 09:32 AM
Endorsed by Lisa De Groot (School Council President) on 20 December, 2018 at 01:05 PM

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	<ul style="list-style-type: none"> -Evidence of HITS in Staff PLTs and Performance & Development Plans -All staff participated in learning walks selecting a HITS to develop through observations and reflection -Leading Literacy for Networks has been completed by two staff and HITS for literacy has been facilitated to all staff through staff PLTs. -All staff have participated in regular numeracy and literacy PLTs with a focus on HITS -91% of staff gave positive feedback of learning through peer observation -97% collective responsibility, well above state -91% of staff using HITS, and knowledge of HITS 97% -Appointment of well being and e-Smart teacher leaders. -Implemented whole school well being and e-Smart PLTs meetings with a focus on consistent engagement and well being. -Developed whole-school scope and sequence documents for Bounce Back. -Regular meeting of Kids Matter action team to align school visions and consistent language between all key stakeholders within the school community (parents, staff, students, external agencies and the wider community. -Regular Care Team meetings and SSG meetings to support individual needs of students and families.
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	<ul style="list-style-type: none"> -Whole-school celebrations (Kids Matter expo, Art Show, Bounce Back walkathon, etc) -Integration of well being themes and engagement is evident within specialist classrooms. -Parent forum on cyber safety lead by Victoria Police member. <p>Student Survey:</p> <ul style="list-style-type: none"> -Positive advocate for school - 92% positive -Managing bullying - 89% positive -Sense of inclusion - 93% positive <p>Parent Survey:</p> <ul style="list-style-type: none"> -Managing bullying - 81% positive -Promoting positive behavior - 92% positive -Successful student-led conferences completed in term 3 evident via feedback from student, parent and staff survey -Individual, differentiated learning goals evident in all learning areas -Student leadership development through participation in Blue Earth, GRIP, Junior School Council, Secondary School Leadership opportunities, other public speaking roles -Developing student voice and agency through
<p>Considerations for 2020</p>	<p>Student Achievement:</p> <ul style="list-style-type: none"> -All staff will continue to participate in regular numeracy and literacy PLTs with a focus on HITS -Review assessment schedule with a focus on formative assessment practices. -Identify top 2 bands and bottom 2 bands for reading, writing and number and ensure appropriate extension and intervention. -Improve current instructional model for literacy and numeracy with a focus on 'The Workshop Model' and 'Gradual Release Responsibility' for literacy & numeracy. -Develop whole school expectations for literacy and numeracy instruction <p>Student Engagement</p> <ul style="list-style-type: none"> -Continue with Wellbeing and e-Smart PLTs to embed a whole-school wellbeing culture into daily practices. -Continue to embed and review the whole-school social and emotional education scope and sequence. -Track and monitor student attendance. -Investigate avenues to support students with high absenteeism. <p>Student Wellbeing</p> <ul style="list-style-type: none"> -Refined student learning goals continuum for writing -Develop consistent language of student voice and agency with the school community, in particular with students -Refine student-led conference protocols as a result of feedback from students, parents and teacher -Consistent protocols for grade level PLT structures are developed and implemented -Continued professional learning for staff around student conferencing to engage in purposeful and actionable feedback

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	<p>Student Achievement: Every year of the Strategic Plan teachers will implement high impact and consistent assessment, planning and teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.</p>
Target 1.1	<p>The NAPLAN Year 3 to 5 Relative Gain (Reading, Writing and Numeracy) measures to show:</p> <ul style="list-style-type: none"> - Less than 25% of students make low relative gain. - More than of 25% of students make high relative gain. <p>Consistently equal or exceed state benchmarks through NAPLAN Year 3 and 5 (Reading and Numeracy) and Victorian curriculum (English and Mathematics) intake adjusted data over the life of the Strategic Plan. Intake adjusted data for achievement (Teacher judgement & NAPLAN) places HHPS similar or higher than other government schools.</p>
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	<p>Strengthen evidence based planning, teaching and assessment approaches with a focus on High Impact Teaching Strategies (HITS).</p>
Goal 2	<p>Student Engagement: Over the life of the Strategic Plan we will provide a safe and inclusive learning environment in which all students are curious, motivated, empowered and challenged so that they achieve their full potential and become valued members of their community.</p>
Target 2.1	<p>School Staff Survey, School climate module.</p>

	<p>Over the life of the Strategic plan, principal and teacher endorsement to be at or above 80 percent for: (i) Collective Efficacy (ii) Teacher Collaboration (iii) Collective focus on Student Learning (iv) Guaranteed and Viable Curriculum (v) Shielding/buffering (vi) Parent and community involvement (Vii) Academic emphasis.</p> <p>Intake adjusted data for attendance places HHPS similar or higher than other government schools</p>
<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	<p>To improve the intellectual engagement and active student agency in learning for all students.</p>
<p>Goal 3</p>	<p>Student Wellbeing: Over the life of the Strategic Plan, we will provide a whole school community focus on positive partnerships and resilience, building on the school values so that wellbeing will be enhanced.</p>
<p>Target 3.1</p>	<p>Attitude to school survey factors:</p> <p>Maintain or improve from baseline data over the life of the Strategic Plan (Baseline data in brackets) in the following: (i) Learning Confidence (4.05) (vii) School Connectedness (4.35) (iii) Stimulating Learning (4.00) (iv) Teacher Effectiveness (4.44) (V)Teacher Empathy (4.47)</p> <p>Intake adjusted data for wellbeing places HHPS similar or higher than other government schools</p>
<p>Key Improvement Strategy 3.a Health and wellbeing</p>	<p>Further develop learning (teacher and student) and programs to support the health, well-being, inclusion and engagement of all students.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Student Achievement: Every year of the Strategic Plan teachers will implement high impact and consistent assessment, planning and teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.</p>	Yes	<p>The NAPLAN Year 3 to 5 Relative Gain (Reading, Writing and Numeracy) measures to show:</p> <ul style="list-style-type: none"> - Less than 25% of students make low relative gain. - More than of 25% of students make high relative gain. <p>Consistently equal or exceed state benchmarks through NAPLAN Year 3 and 5 (Reading and Numeracy) and Victorian curriculum (English and Mathematics) intake adjusted data over the life of the Strategic Plan. Intake adjusted data for achievement (Teacher judgement & NAPLAN) places HHPS similar or higher than other government schools.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> - Increase the percentage of students working in the top 2 bands in Numeracy in Years 5 to 15% - Reduce the percentage <30% of students achieving low growth in numeracy. - Increase the percentage of students working in the top 2 bands in Reading in Years 5 to 30% - Maintain and improve high relative growth in Reading. - Increase the number of students working in the top 2 bands for Writing in both Years 3 & 5. (more than 26% in Yr. 3 & 8% in Yr. 5) -Reduce the number of students achieving low academic growth in Writing.(>32%) -Students to achieve a minimum of 12 months growth in Reading, Writing and Number using triangulated assessments.
<p>Student Engagement: Over the life of the Strategic Plan we will provide a safe and inclusive learning environment in which all students are curious, motivated,</p>	Yes	<p>School Staff Survey, School climate module.</p> <p>Over the life of the Strategic plan, principal and teacher endorsement to be at or above 80 percent for: (i) Collective Efficacy (ii) Teacher Collaboration (iii) Collective focus on</p>	<ul style="list-style-type: none"> -Intake adjusted attendance data to be similar or higher than other government schools in 2018 -Using attendance data from the Panorama report, increase Engagement

<p>empowered and challenged so that they achieve their full potential and become valued members of their community.</p>		<p>Student Learning (iv)Guaranteed and Viable Curriculum (v) Shielding/buffering (vi) Parent and community involvement (Vii) Academic emphasis.</p> <p>Intake adjusted data for attendance places HHPS similar or higher than other government schools</p>	<p>from 90.7% (very low) to 92% (medium) -Maintain above 80% for domains in school climate as stated in staff survey</p>
<p>Student Wellbeing: Over the life of the Strategic Plan, we will provide a whole school community focus on positive partnerships and resilience, building on the school values so that wellbeing will be enhanced.</p>	<p>Yes</p>	<p>Attitude to school survey factors:</p> <p>Maintain or improve from baseline data over the life of the Strategic Plan (Baseline data in brackets) in the following: (i) Learning Confidence (4.05) (vii) School Connectedness (4.35) (iii) Stimulating Learning (4.00) (iv) Teacher Effectiveness (4.44) (V)Teacher Empathy (4.47)</p> <p>Intake adjusted data for wellbeing places HHPS similar or higher than other government schools</p>	<p>Maintain or improve from baseline data in 2018 in the following 3 areas of the ATS Survey Learning Confidence (85%) School Contentedness (85%) Stimulating Learning (85%)</p>

<p>Goal 1</p>	<p>Student Achievement: Every year of the Strategic Plan teachers will implement high impact and consistent assessment, planning and teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.</p>
<p>12 Month Target 1.1</p>	<ul style="list-style-type: none"> - Increase the percentage of students working in the top 2 bands in Numeracy in Years 5 to 15% - Reduce the percentage <30% of students achieving low growth in numeracy.

	<ul style="list-style-type: none"> - Increase the percentage of students working in the top 2 bands in Reading in Years 5 to 30% - Maintain and improve high relative growth in Reading. - Increase the number of students working in the top 2 bands for Writing in both Years 3 & 5. (more than 26% in Yr. 3 & 8% in Yr. 5) -Reduce the number of students achieving low academic growth in Writing.(>32%) -Students to achieve a minimum of 12 months growth in Reading, Writing and Number using triangulated assessments. 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Strengthen evidence based planning, teaching and assessment approaches with a focus on High Impact Teaching Strategies (HITS).	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.	Herne Hill Primary School has selected the KIS as a focus to ensure the priority work initiated over the life of the current strategic plan becomes embedded in quality practice. Various data sets, including NAPLAN also indicate that various cohorts within the school need explicit focus to ensure appropriate achievement at growth is made, especially in reading, writing and number. The HITs will be the consistent tool used to ensure this work is purposefully and consistently implemented across all learning and curriculum areas throughout the school.	
Goal 2	Student Engagement: Over the life of the Strategic Plan we will provide a safe and inclusive learning environment in which all students are curious, motivated, empowered and challenged so that they achieve their full potential and become valued members of their community.	
12 Month Target 2.1	<ul style="list-style-type: none"> -Intake adjusted attendance data to be similar or higher than other government schools in 2018 -Using attendance data from the Panorama report, increase Engagement from 90.7% (very low) to 92% (medium) -Maintain above 80% for domains in school climate as stated in staff survey 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	To improve the intellectual engagement and active student agency in learning for all students.	Yes

Empowering students and building school pride		
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.	The continued focus on student agency will ensure processes that have been the priority work over the past two years will become further embedded and more sophisticated throughout the school. We want students to be able to make connections between their individual learning goals, success criteria, feedback and be able to articulate the links to planning and learning in the classroom. We want students to develop further agency and engage in the curriculum with a higher level of understanding, and be able to make connections between the student agency processes and curriculum planning, teaching and learning. This will be measured through the student voice domains within the student attitude to school, parent opinion surveys and attendance data.	
Goal 3	Student Wellbeing: Over the life of the Strategic Plan, we will provide a whole school community focus on positive partnerships and resilience, building on the school values so that wellbeing will be enhanced.	
12 Month Target 3.1	Maintain or improve from baseline data in 2018 in the following 3 areas of the ATS Survey Learning Confidence (85%) School Contentedness (85%) Stimulating Learning (85%)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Further develop learning (teacher and student) and programs to support the health, well-being, inclusion and engagement of all students.	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.	Herne Hill Primary School has selected this KIS as a priority for 2019 to ensure the whole school focus work on Be You (KidsMatter) and Bounce back becomes further embedded and evident within the school community. We want to continue developing a 'whole school' approach and 'consistent language' with staff, students and parents to ensure our students are 'happy and calm' within and beyond the school environment. We want to continue to ensure our processes and practices are inclusive and allow all students to engage to a higher level and take risks with their learning. We want to ensure our programs are evident across all year levels and the language and learning opportunities are aligned throughout and built upon as students move throughout the school.	

Define Actions, Outcomes and Activities

Goal 1	Student Achievement: Every year of the Strategic Plan teachers will implement high impact and consistent assessment, planning and teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.
12 Month Target 1.1	<ul style="list-style-type: none"> - Increase the percentage of students working in the top 2 bands in Numeracy in Years 5 to 15% - Reduce the percentage <30% of students achieving low growth in numeracy. - Increase the percentage of students working in the top 2 bands in Reading in Years 5 to 30% - Maintain and improve high relative growth in Reading. - Increase the number of students working in the top 2 bands for Writing in both Years 3 & 5. (more than 26% in Yr. 3 & 8% in Yr. 5) -Reduce the number of students achieving low academic growth in Writing.(>32%) -Students to achieve a minimum of 12 months growth in Reading, Writing and Number using triangulated assessments.
KIS 1 Evidence-based high-impact teaching strategies	Strengthen evidence based planning, teaching and assessment approaches with a focus on High Impact Teaching Strategies (HITS).
Actions	<ul style="list-style-type: none"> * Literacy Learning Specialist and Primary Science specialist to support the consistent implementation of HITS in line with key learning areas of Literacy and Numeracy. * Identify and implement an effective, evidence- based instructional model as a framework for consistent instruction across the school. * Additional staff to attend Leading Literacy for Networks to broaden teacher capacity across the school, Primary Science Specialist to attend 20 days Professional Learning through BASTOW. * Staff to work with Literacy Consultant to support the success of writing priorities * Peer observations and learning walks will be further developed and focused on the HITS. * Shane Ezard and Fiona Anderson will monitor and review actions and implementation process as Principal and Assistant Principal.
Outcomes	<ul style="list-style-type: none"> * Mandated time allocation for Literacy and Numeracy instruction each week (10 hours Literacy, 5 hours Numeracy) * Formative assessment leads to improve student outcomes * Teachers will have developed their capacity to revise consistent pedagogical approaches * Teachers will have agreed on expected evidence-based instructional model * Increased teacher efficacy and renewed energy for high impact teaching * Learning specialists will support individual development of staff in a differentiated manner * Staff will use key department documents references to inform practice and build capacity

Success Indicators	<ul style="list-style-type: none"> * Evidence of HITS in Herne Hill P.S Instructional Model & staff performance plans. * Improvement in student outcomes (both achievement and relative growth) for all students * Staff feedback data about the impact of professional learning with Literacy Consultant * Maintain or improve teaching and learning domain of the staff survey * Through collaborative dialogue, staff will engage in high level conversation to demonstrate their understandings of formative assessment, pedagogical practices and curriculum content * Evidence in teacher planning of mandated time allocation for Literacy and Numeracy
Goal 2	<p>Student Engagement: Over the life of the Strategic Plan we will provide a safe and inclusive learning environment in which all students are curious, motivated, empowered and challenged so that they achieve their full potential and become valued members of their community.</p>
12 Month Target 2.1	<ul style="list-style-type: none"> -Intake adjusted attendance data to be similar or higher than other government schools in 2018 -Using attendance data from the Panorama report, increase Engagement from 90.7% (very low) to 92% (medium) -Maintain above 80% for domains in school climate as stated in staff survey
KIS 1 Empowering students and building school pride	To improve the intellectual engagement and active student agency in learning for all students.
Actions	<ul style="list-style-type: none"> * Provide opportunities for students to co-create, monitor and reflect on learning goals as evidenced through regular conferencing and Student-Led Conferences. * Provide professional learning for staff to engage in purposeful feedback & individual conferences with students as aligned to HITS * Provide opportunities for student leadership development * Inclusion of student voice in curriculum planning and decision making processes * Investigate opportunities for whole school student action teams to undertake a school-based, short-term projects initiated by the students * Shane Ezard and Fiona Anderson (leaders)will monitor and review actions and implementation process as Principal and Assistant Principal
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - have a shared understanding of student voice and agency as outlined in Amplify (DET resource) - make connections with real-life context and learning, within and beyond the classroom - seek feedback from students <p>Students will:</p>

	<ul style="list-style-type: none"> - share their ideas and opinions - negotiate, monitor and seek feedback on learning goals - work collaboratively on learning experiences <p>Leaders will:</p> <ul style="list-style-type: none"> -have successfully implemented and led professional learning to ensure consistent understanding across the school -have reflected and provided feedback to staff through the learning walk, peer observation, coaching and performance review process
Success Indicators	<ul style="list-style-type: none"> * Student can articulate their learning goals and show evidence of "What am I learning and why?" "How will I know if I am successful" and "Where to next?". * Regular and focused grade level PLTs have occurred to ensure consistent implementation of student goal setting and feedback * Three way conferences have been reflected on and refined * Increase in Student voice will be in Student ATS (from 73% in 2018) * Year 3-6 cohort involved in various student leadership opportunities (for example: JSC, GRIP and Blue Earth) * Student involvement in potential school-based, short-term projects
Goal 3	<p>Student Wellbeing:</p> <p>Over the life of the Strategic Plan, we will provide a whole school community focus on positive partnerships and resilience, building on the school values so that wellbeing will be enhanced.</p>
12 Month Target 3.1	<p>Maintain or improve from baseline data in 2018 in the following 3 areas of the ATS Survey</p> <p>Learning Confidence (85%) School Contentedness (85%) Stimulating Learning (85%)</p>
KIS 1 Health and wellbeing	<p>Further develop learning (teacher and student) and programs to support the health, well-being, inclusion and engagement of all students.</p>
Actions	<ul style="list-style-type: none"> *Transition from KidsMatter framework to Be You initiative across the school community *Professional training about the new BE You initiative for Well Being Leaders *Whole staff professional development by Well being leaders on Be You *Embed the explicit learning of social and emotional learning through Bounce Back program *Provide professional learning for all staff about best practice Inclusive Education *Monitor and track attendance ensuring appropriate follow up for at risk students. *Targeted and inclusive celebrations and well-being programs specific to the diverse needs of the school community (eg. Diversity Week, NAIDOC Week, Funfriends, Seasons, Strengthening Families,) *Continue to develop positive partnerships within and beyond the school community (eg. Bethany, Drummond Street Services.

	<p>Barwon, Child, Youth & Family, BatForce, Victorian Police- Cyber Safety)</p> <ul style="list-style-type: none"> *Continue to engage parents & students in various community and extra curricular opportunities. *Shane Ezard and Fiona Anderson will continually monitor and review the implementation and success of this priority work
Outcomes	<ul style="list-style-type: none"> *Consistent language is used within the school community to promote positive well being *Improved teacher efficacy to promote mentally healthy communities at school *Teachers will be skilled at making reasonable adjustments for all students in their care *Students are able to link classroom learning to real life situations
Success Indicators	<ul style="list-style-type: none"> *Improved attendance so that we have remained above state mean *Interventions have been put in place for students at risk. *All staff will be trained in of Disability Standards for Education (elearning) *The Bounce Back program continues to be reviewed by the Well-Being PLT and is evident in planning and explicit teaching. *Parent education on Bounce Back program has improved parent understanding and provided a consistent language. *Maintain positive Parent Survey data as seen in 2018. Focus on improving parents perception of 'Non-experience of bullying

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide staff with professional development around the agreed instructional model (Consultancy, BASTOW, Primary Science)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Build teacher's knowledge through collaboration in PLTs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Provide staff with professional learning on HITS and instructional model with a focus on Literacy and Numeracy and see evidence of HITS in staff performance plans.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Departmental resources HITS	
Provide opportunities to develop middle level leadership through high level regional and network leadership initiatives.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Departmental resources Network and Region Meeting	<input checked="" type="checkbox"/> Off-site Regional, Network and Bastow Opportunities
- Unpack the Literacy Teaching Toolkit to research effective practices that align with the agreed instructional model. - Increase teacher knowledge of Numeracy Portal.	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Continue to refine reflective opportunities about teaching and learning (i.e. peer observation, learning walks, collaborative teaching) as evidenced in Performance Development Plans.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Peer Observation and Reflection Book	<input checked="" type="checkbox"/> On-site
Grade level shared planning and moderation days each term with a focus on	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

guaranteed and viable curriculum.	<input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs			
Participate in student leadership opportunities	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants GRIP Leadership and BlueEarth	<input checked="" type="checkbox"/> Off-site BlueEarth and GRIP
Embed the student ownership of individual learning goals by providing opportunities for students to co-create, monitor and reflect on individual learning goals.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Implement Student-Led Conferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Student voice embedded into curriculum planning	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

Unpack Amplify document at staff PLTs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Well being & E-Smart PLTs to meet regularly	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Be You and Esmart	<input checked="" type="checkbox"/> On-site
All staff to complete elearning module about the Disabilities Standards for Education	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Align current knowledge with new Be You initiative through focused staff PLTs	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator					
Professional learning on Cultural Understanding and Safety training	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources KESO's	<input checked="" type="checkbox"/> On-site
Community event to showcase learning about Be You initiative	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site