

2019 Annual Implementation Plan

for improving student outcomes

Mentone Park Primary School (4955)



Submitted for review by Cameron Agars (School Principal) on 11 December, 2018 at 02:02 PM

Endorsed by Jennifer McCrabb (Senior Education Improvement Leader) on 16 December, 2018 at 01:20 PM

Endorsed by Andrew Davis (School Council President) on 20 December, 2018 at 05:27 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	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	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 moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	<p>Mentone Park has continued to provide quality programs that promote inclusion and high expectations for all members of the community, throughout 2018. One of our strengths has been the building of strong Professional Learning Teams that work collaboratively in order to provide a relevant, targeted curriculum. Staff have become increasingly data literate and aware of the need to respond to cohort and individual student level data when planning their teaching and learning programs. This will continue to be a focus, with time spent reviewing assessment tools and data analysis software such as Accelerus and Compass to be a focus in 2019.</p> <p>We have refined and enhanced our approaches to student behaviour management and the building of resilience and self-esteem, through the introduction of the Play is the Way methodology across the school. Professional Development for staff has been provided throughout the year to continue the momentum of this approach and it is now well embedded throughout the school. The reintroduction of the House System in Term 4 has re energised students, staff and families and will pride greater opportunities for student leadership and engagement.</p> <p>We have encouraged staff to reflect on their own practice using both HITS and Practice Principles documents as a self-assessment tool and basis for Professional Development Plans in 2019.</p>
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	<p>Student Voice is something we look forward to making stronger in 2019, building upon the student leadership structure that has been developed this year and will continue to be a strong focus, particularly in the upper year levels.</p>
<p>Considerations for 2020</p>	<p>Consider the introduction of Compass or Xuno as a central Student management System. Joint Professional learning opportunities with network schools. (Clayton Sth, Westall & Clarinda PS) Re evaluating both literacy and numeracy scope and sequence documentation Participation in DET PLC Initiative Continued participation in the PIVOT initiative through Bastow, focusing on the Practice Principles of Teaching and Learning.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>For more students to excel in Reading, Writing and Numeracy through increased teacher capacity.</p> <p>For more students to demonstrate increased growth across their primary school years in Reading, Writing and Numeracy.</p>
Target 1.1	<p>Increase the number of students who achieve High growth from year 3 to year 5 in Reading to 25% and Numeracy to 20%.</p> <p>To increase the number of Boys performing at Band 5-6 in Year 3 to 25% and Band 7-8 in year 5 to 25% in Reading and Writing.</p> <p>To increase the number of girls performing at or above Band 7 in Numeracy in Year 5 to 25%.</p>
Key Improvement Strategy 1.a Building practice excellence	<p>Build staff capacity to utilise student data to inform learning opportunities at students point of need.</p>
Key Improvement Strategy 1.b Building practice excellence	<p>Enhance the improvement culture through collaborative teaching and learning.</p>
Goal 2	<p>To increase the opportunity for student agency in developing teaching and learning programs.</p>
Target 2.1	<p>To increase mean factor score in the following variables in the Attitudes to School Survey:</p> <ul style="list-style-type: none"> ● Stimulating Learning (3.41 to 4.50) ● School Connectedness (3.80 – 4.50) ● Teacher Effectiveness (3.92 – 4.50) ● Teacher Empathy (3.85 – 4.5)

Key Improvement Strategy 2.a Empowering students and building school pride	Empower students through active student voice, leadership and agency.
Key Improvement Strategy 2.b Empowering students and building school pride	Build school pride and connectedness by developing active partnerships that promote and celebrate school culture and achievement.
Goal 3	Develop the Education State Literacy and Numeracy Strategy by establishing School Improvement Teams and through those teams, a review of collegiate approaches to planning and differentiated student learning.
Target 3.1	Academic emphasis > 58.9% Guaranteed and viable curriculum > 75.22% School Leadership Cultural Leadership - Whole School > 61.59%
Key Improvement Strategy 3.a Building communities	Through participation in the 2019 DET PLC initiative all staff will increase their capacity to use data to monitor student achievement and implement programs to improve student learning outcomes.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>For more students to excel in Reading, Writing and Numeracy through increased teacher capacity.</p> <p>For more students to demonstrate increased growth across their primary school years in Reading, Writing and Numeracy.</p>	Yes	<p>Increase the number of students who achieve High growth from year 3 to year 5 in Reading to 25% and Numeracy to 20%.</p> <p>To increase the number of Boys performing at Band 5-6 in Year 3 to 25% and Band 7-8 in year 5 to 25% in Reading and Writing.</p> <p>To increase the number of girls performing at or above Band 7 in Numeracy in Year 5 to 25%.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of students achieving one year's growth in Reading and Numeracy.</p> <p>Increase the percentage of students achieving high growth in Reading from 21.7% in 2018 to 25% in 2019.</p> <p>Decrease the percentage of students achieving low growth in Reading from 30% in 2018 to 25% in 2019.</p> <p>Increase the percentage of students achieving high growth in Numeracy from 16.7% in 2018 to 20% in 2019.</p> <p>Decrease the percentage of students achieving low growth in Numeracy from 29.2 in 2018 to 25% in 2019.</p>
<p>To increase the opportunity for student agency in developing teaching and learning programs.</p>	Yes	<p>To increase mean factor score in the following variables in the Attitudes to School Survey:</p> <ul style="list-style-type: none"> ● Stimulating Learning (3.41 to 4.50) ● School Connectedness (3.80 – 4.50) ● Teacher Effectiveness (3.92 – 4.50) ● Teacher Empathy (3.85 – 4.5) 	<p>Increase Stimulating Learning in students from Grades 4 - 6 from 40% in 2018 to 50% in 2019.</p> <p>Increase School Connectedness in students from Grades 4 - 6 from 33.2% in 2018 to 40% in 2019.</p> <p>Increase Student Voice and Agency from Grades 4 - 6 from 33.1% in 2018 to 40% in 2019.</p> <p>Increase Motivation and Interest in students from Grades 4 - 6 from 29.8% in</p>

			2018 to 35% in 2019.
Develop the Education State Literacy and Numeracy Strategy by establishing School Improvement Teams and through those teams, a review of collegiate approaches to planning and differentiated student learning.	Yes	Academic emphasis > 58.9% Guaranteed and viable curriculum > 75.22% School Leadership Cultural Leadership - Whole School > 61.59%	Increase Academic Emphasis from 76.09 in 2018 to 80.00% in 2019. (2017 was 58.9) Increase Guaranteed and Viable Curriculum from 72.5 in 2018 to 77% in 2019. (2017 was 75.2) Increase Instructional Leadership from 62.5% in 2018 to 70% in 2019.

Goal 1	For more students to excel in Reading, Writing and Numeracy through increased teacher capacity. For more students to demonstrate increased growth across their primary school years in Reading, Writing and Numeracy.	
12 Month Target 1.1	Increase the percentage of students achieving one year's growth in Reading and Numeracy. Increase the percentage of students achieving high growth in Reading from 21.7% in 2018 to 25% in 2019. Decrease the percentage of students achieving low growth in Reading from 30% in 2018 to 25% in 2019. Increase the percentage of students achieving high growth in Numeracy from 16.7% in 2018 to 20% in 2019. Decrease the percentage of students achieving low growth in Numeracy from 29.2 in 2018 to 25% in 2019.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build staff capacity to utilise student data to inform learning opportunities at students point of need.	Yes
KIS 2 Building practice excellence	Enhance the improvement culture through collaborative teaching and learning.	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.	When student achievement data is generated, analysed and used to inform the design of targeted learning opportunities, student learning growth will be maximised.	
Goal 2	To increase the opportunity for student agency in developing teaching and learning programs.	
12 Month Target 2.1	Increase Stimulating Learning in students from Grades 4 - 6 from 40% in 2018 to 50% in 2019. Increase School Connectedness in students from Grades 4 - 6 from 33.2% in 2018 to 40% in 2019. Increase Student Voice and Agency from Grades 4 - 6 from 33.1% in 2018 to 40% in 2019. Increase Motivation and Interest in students from Grades 4 - 6 from 29.8% in 2018 to 35% in 2019.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Empower students through active student voice, leadership and agency.	Yes
KIS 2 Empowering students and building school pride	Build school pride and connectedness by developing active partnerships that promote and celebrate school culture and achievement.	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.	As a result of the MPPS self evaluation, a need for greater student agency and involvement in their learning journey was recognised.	

Goal 3	Develop the Education State Literacy and Numeracy Strategy by establishing School Improvement Teams and through those teams, a review of collegiate approaches to planning and differentiated student learning.	
12 Month Target 3.1	Increase Academic Emphasis from 76.09 in 2018 to 80.00% in 2019. (2017 was 58.9) Increase Guaranteed and Viable Curriculum from 72.5 in 2018 to 77% in 2019. (2017 was 75.2) Increase Instructional Leadership from 62.5% in 2018 to 70% in 2019.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building communities	Through participation in the 2019 DET PLC initiative all staff will increase their capacity to use data to monitor student achievement and implement programs to improve student learning outcomes.	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.	When student achievement data is generated, analysed and used to inform the design of targeted learning opportunities, student learning growth will be maximised. Teaching teams will be redistributed to maximise staff capacity to deliver a broad ranging, challenging and engaging curriculum.	

Define Actions, Outcomes and Activities

Goal 1	<p>For more students to excel in Reading, Writing and Numeracy through increased teacher capacity.</p> <p>For more students to demonstrate increased growth across their primary school years in Reading, Writing and Numeracy.</p>
12 Month Target 1.1	<p>Increase the percentage of students achieving one year's growth in Reading and Numeracy. Increase the percentage of students achieving high growth in Reading from 21.7% in 2018 to 25% in 2019. Decrease the percentage of students achieving low growth in Reading from 30% in 2018 to 25% in 2019. Increase the percentage of students achieving high growth in Numeracy from 16.7% in 2018 to 20% in 2019. Decrease the percentage of students achieving low growth in Numeracy from 29.2 in 2018 to 25% in 2019.</p>
KIS 1 Building practice excellence	Build staff capacity to utilise student data to inform learning opportunities at students point of need.
Actions	<p>Evidence For learning Toolkit (http://evidenceforlearning.org.au/the-toolkit/full-toolkit/) Teaching teams will present at Professional Learning Meetings twice per term and seek feedback regarding support and extension for different students. Whole School PL in the consistent use of Fountas and Pinnell (F&P) for both assessment and targeted teaching Whole School PL in the consistent use of Essential Assessment for both assessment and targeted teaching. HITS strategy 3 (Explicit Teaching) and 6 (Multiple Exposures) to be focused on as a result of staff self evaluation in 2017 and continued work during 2018. Appointment of a Learning Specialist to lead whole school evaluation of Scope and Sequence documentation and Assessment Schedule. Opportunities for multiple exposures (HIT 6) of key concepts to be included in curriculum documentation. Introduction of data focused level meetings (3 per term) to increase professional knowledge and strengthen collective responsibility for all students at MPPS. Data will be recorded on collaborative Google Forms and Accelerus.</p>
Outcomes	<p>By the end of the 2019 school year</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. be able to identify areas of success through teacher conferenced learning goals 2. spend more time on deep learning than testing 3. confidently articulate the next step in their learning journey to achieving their learning goal 4. read independently every day

	<p>Teachers will:</p> <ol style="list-style-type: none"> 5. understand the importance of growth data and value the impact the data has on their teaching 6. demonstrate the accurate use of diagnostic assessment as per the 2019 assessment schedule 7. easily bring up their classroom data and discuss it at team and staff meetings 8. differentiate for each student based on their point of need in their planning <p>Leaders will:</p> <ol style="list-style-type: none"> 9. provide high quality PD that supports data literacy and build teacher capacity 10. discuss student data as part of the PDP process 11. work as a School improvement Team to monitor whole school data 			
Success Indicators	<p>6 Months:</p> <p>Data meetings included in meeting schedule and minuted. Learning Specialist to provide coaching and Professional Learning opportunities and provide 1:1 feedback At least 4 F&P and Essential Assessment PL opportunities completed and documented on meeting planner and minutes. Learning Specialist to begin current scope and sequence evaluation with whole staff. Teaching staff PDP to reference a minimum of 1 HIT strategy and provide data to evaluate progress.</p> <p>12 Months:</p> <p>Student data discussions to be included in planning minutes. Teaching staff PDP to explicitly state percentage of high, medium and low growth in Reading and Numeracy.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leadership representative to attend all data meetings and provide feedback to and from SIT.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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
Learning Specialist to provide individual coaching in how to differentiate and assess Reading	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
All staff to include classroom data in their PDPs and its relationship back to AIP goals.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
4.5 hours / week teacher assistance in Junior and Middle school to release classroom teachers to provide support and extension	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To increase the opportunity for student agency in developing teaching and learning programs.			
12 Month Target 2.1	Increase Stimulating Learning in students from Grades 4 - 6 from 40% in 2018 to 50% in 2019. Increase School Connectedness in students from Grades 4 - 6 from 33.2% in 2018 to 40% in 2019. Increase Student Voice and Agency from Grades 4 - 6 from 33.1% in 2018 to 40% in 2019. Increase Motivation and Interest in students from Grades 4 - 6 from 29.8% in 2018 to 35% in 2019.			
KIS 1 Empowering students and building school pride	Empower students through active student voice, leadership and agency.			
Actions	<p>Student Voice</p> <ul style="list-style-type: none"> - Teachers and students will create and support the development of school-wide understanding of student voice and implement strategies to use in class - Teachers will provide opportunities for students to give feedback to their teachers and peers (Bastow PIVOT Surveys) - Teachers will collaborate with students and support them to identify and frame appropriate goals to progress their learning (Goal setting) - Teachers will incorporate real life contexts and learning beyond the classroom through designing open ended learning experiences for students to investigate 			

	<p>Student Agency</p> <ul style="list-style-type: none"> - PLT's will co-design learning and behavior norms with students - Teachers will develop students critical and creative learning skills (Capabilities Curriculum) - Students will develop skills and competencies that assist them to set their own learning goals and direct their own learning (Goal setting) - Students will use technology where it increases motivation and provides opportunities to develop links to their interests (real world context) <p>Student Leadership</p> <ul style="list-style-type: none"> - The Principal, Year 6 Leaders and the JSC will establish groups where students have explicit roles to play (Year 6 leadership's roles) eg. Environment, STEM, Sport, House Captains etc - Teachers will enable students to share roles, responsibilities and ownership of outcomes (In class roles) - The Principal will continue to provide opportunities for leaders to collaborate with other schools and reflect on their roles.
<p>Outcomes</p>	<p>By the end of the 2019 school year</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. take greater ownership of their work 2. be able to co-design learning tasks and agreed behavioural expectations 3. collaborate with their teachers to set learning goals 4. design and complete independent projects that link their interests with the curriculum and articulate the reasons for their choices. 5. provide feedback on their own work to the teacher <p>Teachers & ES will:</p> <ol style="list-style-type: none"> 6. have undertaken PL in student voice/agency and will be applying this knowledge in their classrooms 7. conference with students to assist them to develop their personal learning goals 8. include whole school agency & voice goals in their PDP's <p>Leaders will:</p> <ol style="list-style-type: none"> 9. support teachers to develop student voice/agency by timetabling opportunities to plan for specific tasks 10. organise or facilitate ongoing professional learning to support change 11. work with student leaders to refine and improve their roles
<p>Success Indicators</p>	<p>6 Months:</p> <p>Teachers and students have developed negotiated Code of Cooperation rather than teacher directed Classroom Rules. The school</p>

	<p>values are linked to the Code of Cooperation STEM, through a rotation system, to be implemented across the whole school. Whole school to be aware of fundraising opportunities and student council representatives to develop an annual plan of proposed events. School Council coming up with the school vision of excellence and being more student led. Providing more hands on leadership opportunities for students in year 6 G suits (Google Classroom) being used to provide opportunities for students to give feedback and reflect on their learning e.g. Google Forms. JSC to present at School Council.</p> <p>12 Months: Teachers are using class meetings to reflect on the students learning 2019 Attitudes to School and Parent Opinion survey data show improved results relating to 'connectedness to school' This Year 5 students have a structured approach to applying for leadership roles in 2019. Students have opportunities to reflect on their learning and connect with home through appropriate platforms.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Year 6 Leaders to meet with Kingston Links Group (Clarinda, Westall and Clayton Sth PS's) to share leadership goals and plans. Student Leaders come together to explore the meaning of leadership and its impact. Breakout sessions to be run by 1 teacher from each school. Student presentations delivered to group.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <input type="checkbox"/> Equity funding will be used
Participation in survey 3 of the Bastow PIVOT initiative and then compare data from previous surveys (2018)	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Develop the Education State Literacy and Numeracy Strategy by establishing School Improvement Teams and through those teams, a review of collegiate approaches to planning and differentiated student learning.			
12 Month Target 3.1	Increase Academic Emphasis from 76.09 in 2018 to 80.00% in 2019. (2017 was 58.9) Increase Guaranteed and Viable Curriculum from 72.5 in 2018 to 77% in 2019. (2017 was 75.2)			

	Increase Instructional Leadership from 62.5% in 2018 to 70% in 2019.
KIS 1 Building communities	Through participation in the 2019 DET PLC initiative all staff will increase their capacity to use data to monitor student achievement and implement programs to improve student learning outcomes.
Actions	<p>Create a workforce plan which identifies an instructional leader in each PLT.</p> <p>Provide time for PLC leaders to attend core learning modules as well as implement strategies.</p> <p>Participate in PLC baseline evaluation.</p> <p>Principal, AP or LS to attend all data meetings and provide feedback to and from SIT.</p> <p>Create a PL space/office for all teams.</p> <p>Ensure data from PLC translates to documented curriculum and programs to assist student improvement.</p> <p>Clearly presented Scope and Sequence documentation to be used in conjunction with data walls to track student growth.</p>
Outcomes	<p>By the end of the 2019 school year</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. clearly identify their current learning priorities based on feedback sessions with classroom teacher. 2. clearly identify their future learning path from these sessions. <p>Teachers and ES will:</p> <ol style="list-style-type: none"> 3. discuss with all students their progress using data, including assessment results. 4. discuss with colleagues ways and strategies to move students along their learning continuum. 5. presentations to staff from other levels how they are meeting the learning needs of all students in their class and level. <p>Leaders will:</p> <ol style="list-style-type: none"> 6. attend all data meetings. 7. discuss individual students as well as cohort data at SIT meetings. 8. facilitate the creation of a Professional Learning Space, complete with curriculum documentation, data wall and Scope and Sequence charts.
Success Indicators	<p>6 Months:</p> <p>Attendance and engagement of all Core Professional learning Modules.</p> <p>3 x per term data meetings.</p> <p>Learning walks confirm consistency of best practice in Reading and Numeracy</p>

	12 Months: Embedded planning documents to reflect common approaches including teacher groups, independent activities, problem solving and computer based activities with a focus on mastery learning & multiple exposures. Data walls			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC structure established for the beginning of Term 1	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$8,000.00	\$8,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$8,000.00	\$8,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
4.5 hours / week teacher assistance in Junior and Middle school to release classroom teachers to provide support and extension	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$8,000.00	\$8,000.00
Totals			\$8,000.00	\$8,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Leadership representative to attend all data meetings and provide feedback to and from SIT.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <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"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Learning Specialist to provide individual coaching in how to differentiate and assess Reading	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and 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"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
All staff to include classroom data in their PDPs and its relationship back to AIP goals.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Participation in survey 3 of the Bastow PIVOT initiative and then compare data from previous surveys (2018)	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and 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"/> Internal staff	<input checked="" type="checkbox"/> On-site

PLC structure established for the beginning of Term 1	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
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