

# 2021 Annual Implementation Plan

## for improving student outcomes

Balnarring Primary School (1698)



Submitted for review by Nicole Walker (School Principal) on 08 June, 2021 at 04:48 PM  
Endorsed by Leonie King (Senior Education Improvement Leader) on 10 June, 2021 at 12:14 PM  
Endorsed by Ben Vasiliou (School Council President) on 17 June, 2021 at 02:24 PM

## Self-evaluation Summary - 2021

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

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

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

<b>Enter your reflective comments</b>	<p>The transition to remote and flexible learning, twice, dominated the 2020 school year. Staff quickly undertook professional development in the use of digital technologies as we were not using online classroom platforms prior to the lockdowns. Work plans and tutorial videos were delivered weekly via Microsoft Teams on a Friday afternoon, supporting families to organise the next week. We lent out approximately 100 devices and provided hard copies of work plans if requested. At the commencement of the second lockdown the planners were altered to include more 'parent friendly' terms and base level tasks with clear explanations and extension tasks as optional, additional work.</p> <p>The wellbeing of our school families was of paramount importance. Teacher and student contact was increased to daily small group check ins and a whole class online session. Attendance was carefully monitored. Parent relationships were strengthened.</p> <p>The introduction of 'Wellbeing Wednesday' promoted 'healthy life style activities for the whole family to enjoy and encouraged a break from screen time usage.</p> <p>Staff health and wellbeing was also managed effectively.</p> <p>Collaboration was maintained through weekly Webex staff meetings, daily Webex PLT catch ups and numerous phone calls and texts. Leadership sent a postcard to all families and staff members thanking them for their efforts during the remote and</p>
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	<p>flexible learning periods.  A staggered return to on-site learning, along with the decision to implement a '50-minute work session' timetable with two active breaks, an emphasis on shared activities to rebuild relationships and no initial assessments supported children to transition back to 'face to face' learning well.  2020 highlights included the manner in which staff supported one another, both personally and professionally, the reaction of the children when they returned to school and the appreciation expressed by the parent body.</p>
<p><b>Considerations for 2021</b></p>	<p>Literacy:  To embed the Reading practices of Guided Reading and Reciprocal Teaching within the structure of the instructional model.  Numeracy:  To continue to embed effective differentiation in Number to enable all students to achieve at least twelve months learning growth in twelve months.  Wellbeing:  To increase the opportunity for student voice and agency in both school wide and classroom programs.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	Improve student learning growth in literacy.
<b>Target 2.1</b>	<p>To increase the percentage of students achieving in the top two bands in NAPLAN for:</p> <ul style="list-style-type: none"> <li>• Year 3 Reading from 75 per cent in 2019 to 80 per cent in 2024</li> <li>• Year 5 Reading from 45 per cent in 2019 to 50 per cent in 2024</li> <li>• Year 5 Writing from 29 per cent in 2019 to 37 per cent in 2024.</li> <li>• To sustain or improve the percentage of students achieving in the top two bands in NAPLAN for Year 3 Writing of 81 per cent in 2019, for 2024.</li> </ul>
<b>Target 2.2</b>	<p>NAPLAN benchmark growth:</p> <ul style="list-style-type: none"> <li>• To increase the percentage of students making above benchmark growth in NAPLAN from Year 3 to Year 5 for Reading from 23 per cent in 2019 to 30 per cent by 2024.</li> </ul>

	<ul style="list-style-type: none"> <li>To sustain or improve the percentage of students making above benchmark growth in NAPLAN for Year 3 to Year 5 in Writing of 39 per cent in 2019, for 2024.</li> </ul>
<b>Target 2.3</b>	<p>To increase the percentage of students at each year level, making at or above expected growth over one year, in the Victorian Curriculum – English, as assessed teachers in Semester 2 for:</p> <ul style="list-style-type: none"> <li>Reading and Viewing from the Year 1 – 6 average of 83 per cent in 2019 to 90 per cent in 2024</li> <li>Writing from the Year 1 – 6 average of 81 per cent in 2019 to 90 per cent in 2024.</li> </ul> <p>Note: The percentage was determined by averaging the Semester Two, 2018 to Semester Two, 2019 results for Year 1 to 6 students making at or above expected growth.</p>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Build teacher knowledge of English in the Victorian Curriculum.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Improve use of assessment to inform planning for differentiation.
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Consistently implement a cycle of inquiry approach across the school.
<b>Goal 3</b>	Improve student learning outcomes in Mathematics.
<b>Target 3.1</b>	<p>To increase the percentage of students achieving in the top two bands, over a 3-year average from 2017 – 19 in NAPLAN for:</p> <ul style="list-style-type: none"> <li>Year 3 Numeracy from 54 per cent to 60 per cent in 2024</li> <li>Year 5 Numeracy from 29 per cent in 2019 to 35 per cent in 2024.</li> </ul>

<b>Target 3.2</b>	To increase the percentage of students making above benchmark growth in NAPLAN from Year 3 to Year 5 for Numeracy from 20 per cent in 2019 to 25 per cent in 2024.
<b>Target 3.3</b>	To increase the percentage of students P-6 achieving above the expected level, according to teacher judgements in Semester 2 for: <ul style="list-style-type: none"> <li>• Number and Algebra from 37 per cent in 2019 to 42 per cent in 2024</li> <li>• Measurement and Geometry from 21 per cent in 2019 to 30 per cent in 2024</li> <li>• Statistics and Probability from 16 per cent in 2019 to 25 per cent in 2024.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Building practice excellence	Participate in the Primary Mathematics Initiative.
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	Build teacher knowledge in all areas of the Mathematics Victorian Curriculum
<b>Key Improvement Strategy 3.c</b> Building practice excellence	Consistently implement a cycle of inquiry approach across the school.
<b>Goal 4</b>	Empower all students as active learners.
<b>Target 4.1</b>	To increase the percentage of positive endorsement in the Attitudes to Schools Survey for: <ul style="list-style-type: none"> <li>• Stimulated learning from 77 per cent in 2019 to 82 per cent by 2024</li> <li>• Differentiated learning challenge from 85 per cent in 2019 to 90 per cent by 2024</li> <li>• Motivation and interest from 80 per cent in 2019 to 85 per cent by 2024</li> <li>• Self-regulation and goal setting from 81 per cent in 2019 to 86 per cent by 2024</li> <li>• Student voice and agency from 67 per cent in 2019 to 75 per cent by 2024.</li> </ul>

<b>Target 4.2</b>	The percentage of students achieving at or above the Personal and Social Capability curriculum, as assessed by teachers in Semester 2 to improve from 88 per cent in 2019 to 93 per cent in 2024.
<b>Target 4.3</b>	To increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of: <ul style="list-style-type: none"> <li>• Student voice and agency from 67 per cent 2019 to 75 per cent by 2024</li> <li>• Stimulating learning environment from 88 per cent 2019 to 93 per cent by 2024</li> <li>• Effective teaching from 85 per cent 2019 to 90 per cent by 2024.</li> </ul>
<b>Key Improvement Strategy 4.a</b> Building practice excellence	Build a shared understanding of student voice and agency.
<b>Key Improvement Strategy 4.b</b> Intellectual engagement and self-awareness	Develop and implement a whole school pedagogical approach that ensures students are active learners.
<b>Key Improvement Strategy 4.c</b> Building practice excellence	Build teacher capacity to co-design opportunities for students to exercise authentic agency in their learning.



## 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	To be confirmed
Improve student learning growth in literacy.	Yes	<p>To increase the percentage of students achieving in the top two bands in NAPLAN for:</p> <ul style="list-style-type: none"> <li>• Year 3 Reading from 75 per cent in 2019 to 80 per cent in 2024</li> <li>• Year 5 Reading from 45 per cent in 2019 to 50 per cent in 2024</li> <li>• Year 5 Writing from 29 per cent in 2019 to 37 per cent in 2024.</li> <li>• To sustain or improve the percentage of students achieving in the top two bands in NAPLAN for Year 3 Writing of 81 per cent in 2019, for 2024.</li> </ul>	This will not be a focus for 2021
		<p>NAPLAN benchmark growth:</p> <ul style="list-style-type: none"> <li>• To increase the percentage of students making above benchmark growth in NAPLAN from Year 3 to Year 5 for Reading from 23 per cent in 2019 to 30 per cent by 2024.</li> <li>• To sustain or improve the percentage of students making above benchmark growth in NAPLAN for Year 3 to Year 5 in Writing of 39 per cent in 2019, for 2024.</li> </ul>	To increase the percentage of students making above benchmark growth in NAPLAN from Year 3 to Year 5 for Reading from 23 per cent in 2019 to at least 24 per cent by 2021.

		<p>To increase the percentage of students at each year level, making at or above expected growth over one year, in the Victorian Curriculum – English, as assessed teachers in Semester 2 for:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from the Year 1 – 6 average of 83 per cent in 2019 to 90 per cent in 2024</li> <li>• Writing from the Year 1 – 6 average of 81 per cent in 2019 to 90 per cent in 2024.</li> </ul> <p>Note: The percentage was determined by averaging the Semester Two, 2018 to Semester Two, 2019 results for Year 1 to 6 students making at or above expected growth.</p>	<p>To increase the percentage of students at each year level, making at or above expected growth over one year, in the Victorian Curriculum – English, as assessed teachers in Semester 2 for:</p> <p>Reading and Viewing from the Year 1 – 6 average of 83 per cent in 2019 to at least 84 per cent in 2021</p>
Improve student learning outcomes in Mathematics.	No	<p>To increase the percentage of students achieving in the top two bands, over a 3-year average from 2017 – 19 in NAPLAN for:</p> <ul style="list-style-type: none"> <li>• Year 3 Numeracy from 54 per cent to 60 per cent in 2024</li> <li>• Year 5 Numeracy from 29 per cent in 2019 to 35 per cent in 2024.</li> </ul>	
		<p>To increase the percentage of students making above benchmark growth in NAPLAN from Year 3 to Year 5 for Numeracy from 20 per cent in 2019 to 25 per cent in 2024.</p>	
		<p>To increase the percentage of students P-6 achieving above the expected level, according to teacher judgements in Semester 2 for:</p>	

		<ul style="list-style-type: none"> <li>• Number and Algebra from 37 per cent in 2019 to 42 per cent in 2024</li> <li>• Measurement and Geometry from 21 per cent in 2019 to 30 per cent in 2024</li> <li>• Statistics and Probability from 16 per cent in 2019 to 25 per cent in 2024.</li> </ul>	
Empower all students as active learners.	Yes	<p>To increase the percentage of positive endorsement in the Attitudes To Schools Survey for:</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 77 per cent in 2019 to 82 per cent by 2024</li> <li>• Differentiated learning challenge from 85 per cent in 2019 to 90 per cent by 2024</li> <li>• Motivation and interest from 80 per cent in 2019 to 85 per cent by 2024</li> <li>• Self-regulation and goal setting from 81 per cent in 2019 to 86 per cent by 2024</li> <li>• Student voice and agency from 67 per cent in 2019 to 75 per cent by 2024.</li> </ul>	Student voice and agency from 67 per cent in 2019 to 69 per cent by 2021.
		<p>The percentage of students achieving at or above the Personal and Social Capability curriculum, as assessed by teachers in Semester 2 to improve from 88 per cent in 2019 to 93 per cent in 2024.</p>	This will not be a focus in 2021
		<p>To increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 67 per cent 2019 to 75 per cent by 2024</li> </ul>	This will not be a focus in 2021

		<ul style="list-style-type: none"> <li>• Stimulating learning environment from 88 per cent 2019 to 93 per cent by 2024</li> <li>• Effective teaching from 85 per cent 2019 to 90 per cent by 2024.</li> </ul>	
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<b>Goal 1</b>	2021 Priorities Goal		
<b>12 Month Target 1.1</b>	To be confirmed		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority		Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority		Yes
<b>KIS 3</b> 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.		
<b>Goal 2</b>	Improve student learning growth in literacy.		

<b>12 Month Target 2.1</b>	This will not be a focus for 2021	
<b>12 Month Target 2.2</b>	To increase the percentage of students making above benchmark growth in NAPLAN from Year 3 to Year 5 for Reading from 23 per cent in 2019 to at least 24 per cent by 2021.	
<b>12 Month Target 2.3</b>	To increase the percentage of students at each year level, making at or above expected growth over one year, in the Victorian Curriculum – English, as assessed teachers in Semester 2 for:  Reading and Viewing from the Year 1 – 6 average of 83 per cent in 2019 to at least 84 per cent in 2021	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Build teacher knowledge of English in the Victorian Curriculum.	Yes
<b>KIS 2</b> Curriculum planning and assessment	Improve use of assessment to inform planning for differentiation.	Yes
<b>KIS 3</b> Building practice excellence	Consistently implement a cycle of inquiry approach across the school.	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.	The percentage of students making above benchmark growth in NAPLAN was higher than the percentage of students making above expected growth in the Victorian Curriculum, as assessed by teachers. PLT's will work collaboratively to focus on assessment and planning to support teachers to enhance differentiation to ensure all students are challenged in literacy. The Learning Specialist will coach and mentor staff to build capacity and knowledge in implementing evidence- based research and data informed practices. This will build teacher capacity to make accurate teacher judgements against the Victorian Curriculum.	
<b>Goal 3</b>	Empower all students as active learners.	
<b>12 Month Target 3.1</b>	Student voice and agency from 67 per cent in 2019 to 69 per cent by 2021.	
<b>12 Month Target 3.2</b>	This will not be a focus in 2021	

<b>12 Month Target 3.3</b>	This will not be a focus in 2021	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build a shared understanding of student voice and agency.	Yes
<b>KIS 2</b> Intellectual engagement and self-awareness	Develop and implement a whole school pedagogical approach that ensures students are active learners.	No
<b>KIS 3</b> Building practice excellence	Build teacher capacity to co-design opportunities for students to exercise authentic agency in their 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.	PLT's will work collaboratively to ensure students are provided with opportunities to develop into empowered learners and leaders, by actively contributing to their own education and their school community and enhancing their engagement in their learning. PLT's will increase opportunities for students to have greater agency, voice and responsibility for their learning to optimise their ownership of and their engagement in learning. The two voice and agency leaders will lead and build staff capacity and knowledge to effectively provide opportunities for student voice and agency across the school.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal			
<b>12 Month Target 1.1</b>	To be confirmed			
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority			
<b>Actions</b>	<p>Establish and implement a 'Tutor Learning' program with clear processes and documentation.</p> <p>Develop data literacy of teachers and education support staff to effectively identify and target student needs including students requiring additional support or extension.</p> <p>Support PLTs to collaboratively plan differentiated tasks that support and result in improvement in all student learning outcomes.</p>			
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>Teachers will be effectively using data in their PLT discussions to differentiate learning tasks in reading</li> <li>Students will be observed working at their appropriate, differentiated level</li> <li>All students will have an individual reading goal that they will work towards achieving</li> </ol>			
<b>Success Indicators</b>	<ol style="list-style-type: none"> <li>PLT minutes and planning documents will reflect data conversations to plan for differentiation.</li> <li>Anecdotal teacher, tutor and ES notes will track student progress in reading.</li> <li>Student outcome data will show that students have achieved their individual reading goal</li> </ol>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Whole staff professional development related to differentiation in the teaching of reading with a focus on Literacy toolkit practices, particularly Independent reading, Guided Reading and Reading	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

student conferences.				<input type="checkbox"/> Equity funding will be used
Curriculum co-ordinator to lead PLT data discussion during the twice a term PLT planning days	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
PLT work planning documents will need to show evidence of differentiated Victorian Curriculum planning and daily targeted (Zone of Proximal Development) student focus groups	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
A tutor will be employed to implement and lead the 'catch up' learning program. Whole school data will be used to identify, monitor, track student achievement and progress. The catch-up learning program will target student needs with personalised learning plans.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <input type="checkbox"/> Equity funding will be used
The tutor and ES staff will develop strong communication and relationships with parents/carers to work together in partnership to support the Catch-Up program.	<input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional learning to develop teacher knowledge of the Victorian Curriculum to inform differentiated planning, teaching assessment and reporting practices.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used



<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<p>Continue to embed the whole school approach to Wellbeing ensuring all staff are aware of wellbeing processes and structures in place.</p> <p>Continue to embed the whole school approach to social and emotional learning.</p> <p>Continue to embed a Restorative Practices approach:</p> <ul style="list-style-type: none"> <li>*build student emotional literacy, resilience and a strong voice in navigating relationships</li> <li>*build teacher capacity to facilitate restorative practices and zones of regulation to amplify student behaviour</li> </ul>			
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Clear processes and procedures to ensure student wellbeing needs are monitored and supported.</li> <li>2. Each student including the 'at risk' can identify at least one adult at school who cares for them.</li> <li>3. Attendance data shows the percentage of students with 20 or more absence days is less than 32% (2019 Panorama)</li> </ol>			
<b>Success Indicators</b>	<ol style="list-style-type: none"> <li>1. In the Attitudes to School Survey (AtoSS) for the domain School Connectedness (sense of belonging) student data will improve from 77% in 2020.</li> <li>2. Maintain a positive response at or above 89% in 2020 on the The Parent Opinion survey domain Connection / School Connectedness.</li> <li>3. Teacher records on COMPASS show an increase in Restorative Practices conversations.</li> </ol>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Engage SSSO, child counsellors, or professional experts to present Professional Development for staff on how to support students who approach them with a wellbeing issue.	☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	\$5,000.00  ☑ Equity funding will be used

Establish clear wellbeing identification, monitoring and support processes and services for students requiring additional support	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Identified staff monitor and conduct regular check-ins with 'at risk' students using a teacher-student buddy system	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Regular communication and education workshops, including newsletter items to inform the parent community of wellbeing supports and strategies available for students.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Timetabling supports 'Wellbeing Wednesday' and Friday afternoon multi-age sessions to enable mental health and wellbeing support for all students including those who have been identified as 'at risk'.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Assistant Principal and Specialist team to develop whole school social and emotional SEL curriculum planners and accompanying resources and workshops	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	ICT team to investigate and build staff capacity with digital learning platforms- Microsoft 365 Teams and Seesaw as an effective means of communication			

<b>Outcomes</b>	<ol style="list-style-type: none"> <li>Teachers will have greater confidence with delivering effective digital learning to students</li> <li>Teachers will use digital learning platforms to enhance the delivery of differentiated learning programs</li> <li>Parents are regularly connecting with staff and student learning via digital technologies, including attending optional online parent teacher interviews.</li> </ol>			
<b>Success Indicators</b>	<ol style="list-style-type: none"> <li>Data from ICT committee survey indicates increased levels of teacher confidence in using digital technologies</li> <li>Digital learning is evident in all planning documents</li> <li>Email (using the Compass portal) is accessed by parents to contact staff</li> <li>Attendance at parent-teacher interviews either face to face or online has increased.</li> <li>High parent participation on the Seesaw platform</li> </ol>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Prioritise collaboration time in PLTs to share effective digital learning strategies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Equity funding will be used
ICT committee ensures adequate number of devices are purchased and there is equitable accessibility for all students to use them	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$39,795.00  <input checked="" type="checkbox"/> Equity funding will be used
ICT committee format a survey to conduct with all staff to ascertain their level of confidence using digital devices	<input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Parent-teacher interview invitations include the option for both face-to face and online appointments	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Improve student learning growth in literacy.			
<b>12 Month Target 2.1</b>	This will not be a focus for 2021			
<b>12 Month Target 2.2</b>	To increase the percentage of students making above benchmark growth in NAPLAN from Year 3 to Year 5 for Reading from 23 per cent in 2019 to at least 24 per cent by 2021.			
<b>12 Month Target 2.3</b>	To increase the percentage of students at each year level, making at or above expected growth over one year, in the Victorian Curriculum – English, as assessed teachers in Semester 2 for:  Reading and Viewing from the Year 1 – 6 average of 83 per cent in 2019 to at least 84 per cent in 2021			
<b>KIS 1</b> Curriculum planning and assessment	Build teacher knowledge of English in the Victorian Curriculum.			
<b>Actions</b>	<p>Professional Learning will be provided to build curriculum knowledge to inform differentiated curriculum planning, teaching practice and assessment and reporting.</p> <p>PLT's will work collaboratively to focus on assessment and planning to support teachers to enhance differentiation to ensure all students are challenged in literacy.</p> <p>The Assistant Principal and Leading Teacher will plan and implement whole staff professional learning ( Staff meetings, curriculum days, learning walks, peer observation and feedback cycles and PDP's) on evidence based Literacy practices, data literacy and the Victorian Curriculum.</p> <p>The Learning Specialist will coach and mentor staff to build capacity and knowledge in implementing evidence- based research and data informed practices in the classroom.</p> <p>PLT's will be supported to build their collective capacity to make accurate teacher judgements against the Victorian Curriculum.</p>			
<b>Outcomes</b>	<p>Planning documents will have evidence of focus groups working on different Vic Curriculum levels.</p> <p>Classroom teaching practices will enhance differentiation and ensure all students are working in their zone of proximal development (Vic Curriculum level)</p> <p>Teachers will confidently make accurate judgements against the Victorian Curriculum for assessment and reporting.</p> <p>Teacher Judgement will be more accurately aligned with NAPLAN results.</p>			

<b>Success Indicators</b>	<p>Teacher Judgement data more accurately aligned with NAPLAN</p> <p>Evidence of Vic Curriculum based differentiated planning in weekly, term and yearly planners ( Student focus groups working in various levels across the curriculum)</p> <p>Evidence of Vic Curriculum differentiated teaching practices with student focus groups and individual learning goals.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional learning activities to engage staff with the Victorian Curriculum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Victorian Curriculum embedded in data tracking and triangulation spreadsheets	<input checked="" type="checkbox"/> PLT Leaders <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
Support PLT's to engage with data to inform planning. Build PLT capacity to plan a range of differentiated Victorian Curriculum focus/content descriptions linked to focus groups in planning documents.	<input checked="" type="checkbox"/> PLT Leaders <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 specialists to provide classroom coaching, classroom observation and feedback cycles to build teaching practices from the Literacy Toolkit that enhance differentiated learning: *Workshop model *Gradual release of responsibility *Classroom libraries *Individual book boxes	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$119,000.00  <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>*Authentic reading practices</li> <li>*Independent reading</li> <li>* Individual student conferences</li> <li>*Guided Reading</li> <li>* Reciprocal Reading</li> </ul>				
<b>KIS 2</b> Curriculum planning and assessment	Improve use of assessment to inform planning for differentiation.			
<b>Actions</b>	<p>PLT's will work collaboratively to focus on effective data and assessment analysis to inform differentiated planning to ensure all students are challenged in literacy.</p> <p>The Assistant Principal and Leading Teacher will plan and implement whole staff DATA LITERACY professional learning (Staff meetings, curriculum days, learning walks, peer observation and feedback cycles and PDP's)</p> <p>The Learning Specialist will coach and mentor staff to build capacity and knowledge in implementing evidence- based research and data informed practices in the classroom.</p>			
<b>Outcomes</b>	<p>PLT's will collectively improve data literacy and accurately monitor, track and triangulate data against the Victorian Curriculum. Rigorous data monitoring, tracking and analysis processes and cycles in place in all PLT's that are used for differentiated planning, teaching and assessment and reporting</p>			
<b>Success Indicators</b>	<p>Consistent data monitoring, tracking and triangulation documents in all PLT's:</p> <ul style="list-style-type: none"> <li>* Individual Class summary data tracking documents ( % at D,C- C+, B and A)</li> <li>*Cohort (Grade Level) Summary data tracking documents ( %'s at D, C-, C+, B and A)</li> <li>*Tracking and triangulation excel spreadsheets.)</li> </ul> <p>Assessment schedules aligned with PLT data discussion schedules.</p> <p>Planning documents and classroom practices show evidence of differentiated learning aligned with Vic Curriculum.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Support and build capacity of PLT Leaders to embed processes to effectively use data to inform differentiated planning.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Learning Specialist(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Embed Class and Cohort summary data documents to track and monitor student achievement ( %'s at D,C-,C+, B & A )	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Design and implement a consistent PLT tracking and triangulation spreadsheet to: *Track achievement (summative assessments, formative assessments, Vic Curriculum content descriptions) *Track Growth *Inform differentiated planning *Triangulate and moderate data for assessment and reporting	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional Learning provided to embed data moderation protocols	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Design and implement a data discussion schedule aligned with the school assessment schedule.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Empower all students as active learners.			
<b>12 Month Target 3.1</b>	Student voice and agency from 67 per cent in 2019 to 69 per cent by 2021.			

<b>12 Month Target 3.2</b>	This will not be a focus in 2021			
<b>12 Month Target 3.3</b>	This will not be a focus in 2021			
<b>KIS 1</b> Building practice excellence	Build a shared understanding of student voice and agency.			
<b>Actions</b>	Two Voice and Agency leaders appointed to lead voice and Agency across the school			
<b>Outcomes</b>	A shared understanding, definition and celebration of voice across the school community			
<b>Success Indicators</b>	The definition of voice embraced across the school community Examples of student voice amplified and shared- (assemblies, school newsletters, announcement, meetings) Student school captains can articulate the definition of voice and encourage other students to amplify their voice			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Two leaders and learning specialist to participate in 'Voice and Aspirations'- Quaglia Institute Professional Learning Program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00  <input type="checkbox"/> Equity funding will be used
Voice and Agency Leaders to lead staff professional development sessions. Develop an agreed definition of voice across the school. Develop staff knowledge of the AMPLIFY document.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used



<p>Voice and Agency leaders to conduct peer observations and feedback to acknowledge and celebrate current practices and continue to build on this.</p>	<p><input checked="" type="checkbox"/> Team Leader(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Voice and Agency Leaders to conduct school visits to investigate the implementation of voice and agency in other schools</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><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	\$164,795.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$164,795.00</b>	<b>\$0.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
The tutor and ES staff will develop strong communication and relationships with parents/carers to work together in partnership to support the Catch-Up program.	from: Term 1 to: Term 4		\$120,000.00	
Engage SSSO, child counsellors, or professional experts to present Professional Development for staff on how to support students who approach them with a wellbeing issue.	from: Term 1 to: Term 4		\$5,000.00	
Prioritise collaboration time in PLTs to share effective digital learning strategies	from: Term 1 to: Term 4		\$0.00	
ICT committee ensures adequate number of devices are purchased and there is equitable accessibility for all students to use them	from: Term 1 to: Term 4		\$39,795.00	

<b>Totals</b>	\$164,795.00	
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### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole staff professional development related to differentiation in the teaching of reading with a focus on Literacy toolkit practices, particularly Independent reading, Guided Reading and Reading student conferences.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Curriculum co-ordinator to lead PLT data discussion during the twice a term PLT planning days	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<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"/> Departmental resources  PLC documents Cycle of Inquiry documents	<input checked="" type="checkbox"/> On-site
PLT work planning documents will need to show evidence of differentiated Victorian Curriculum planning and daily targeted (Zone of Proximal Development) student focus groups	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting		
<p>A tutor will be employed to implement and lead the 'catch up ' learning program. Whole school data will be used to identify, monitor, track student achievement and progress. The catch up learning program will target student needs with personalised learning plans.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Literacy Support	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Tutor Learning Initiative-Student Achievement Manager <input checked="" type="checkbox"/> Departmental resources Tutor Learning resources and professional learning modules <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> Off-site Fountas and Pinnell-Levelled Literacy Intervention training
<p>The tutor and ES staff will develop strong communication and relationships with parents/carers to work together in partnership to support the Catch Up program.</p>	<input checked="" type="checkbox"/> Literacy Support	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<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

<p>Professional learning to develop teacher knowledge of the Victorian Curriculum to inform differentiated planning, teaching assessment and reporting practices.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Engage SSSO, child counsellors, or professional experts to present Professional Development for staff on how to support students who approach them with a wellbeing issue.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> External consultants Child counsellors</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Professional learning activities to engage staff with the Victorian Curriculum</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Maths/Sci Specialist</li> <li><input checked="" type="checkbox"/> Departmental resources</li> <li>Victorian Curriculum documents</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

Support and build capacity of PLT Leaders to embed processes to effectively use data to inform differentiated planning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Embed Class and Cohort summary data documents to track and monitor student achievement ( %'s at D,C-,C+, B & A )	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Design and implement a consistent PLT tracking and triangulation spreadsheet to: *Track achievement (summative assessments, formative assessments, Vic Curriculum content descriptions) *Track Growth *Inform differentiated planning *Triangulate and moderate data for assessment and reporting	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Professional Learning provided to embed data moderation protocols	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <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"/> 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"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Design and implement a data discussion schedule aligned with the school assessment schedule.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<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"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Two leaders and learning specialist to participate in 'Voice and Aspirations'- Quaglia Institute Professional Learning Program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Voice and Agency Leaders to lead staff professional development sessions. Develop an agreed definition	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<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



of voice across the school. Develop staff knowledge of the AMPLIFY document.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)		<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection			
Voice and Agency leaders to conduct peer observations and feedback to acknowledge and celebrate current practices and continue to build on this.	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Voice and Agency Leaders to conduct school visits to investigate the implementation of voice and agency in other schools	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site School visits- schools who have embedded voice and agency strategies