

2024 Annual Implementation Plan

for improving student outcomes

Mount Eliza North Primary School (5140)



MountElizaNorth
P R I M A R Y

Submitted for review by Julie O'Brien (School Principal) on 18 December, 2023 at 03:31 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

| | FISO 2.0 dimensions | Self-evaluation level |
|-----------------------|--|-----------------------|
| Leadership | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embedding |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |
| Teaching and learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embedding |
| | Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships | |
| Assessment | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | Embedding |
| | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |
| Engagement | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school | Evolving |
| | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |

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| Support and resources | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embedding |
| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |

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| Future planning | <p>GOAL 1</p> <ul style="list-style-type: none"> * Numeracy and Literacy Specialists released for one day per week each for coaching, modelling and LS role. * Leadership Team - Follow the Responsive Implementation Process using a Clarifying Canvas, Rapid Action Plan, Retrospectives and stand up meetings which are scheduled and planned each term. Each Sprint Team will develop plans for their team linking back to AIP goals. *Four Sprint Teams with a focus on Literacy, Numeracy, Wellbeing and PYP. *Spider Graphs from Leading Mathematics used to collect data on perception of maths teaching and learning by students and teachers. *In class modelling by Michael Ymer for staff professional learning to continue building capacity for teaching of mathematics. *Pre assessment data - consider MOI or PVAT *Goal setting with students in Literacy, Numeracy and ATL. - Learning Goals from planning eg: enable/at/extend. ATL linked to inquiry. *Learning Intervention meetings to have a data focus on students with low/no growth, intervention and tutoring. *Speech Pathologist to lead PD for ES staff around LLLL and STA. *PLC Leadership day for PLC leaders to develop their leadership capabilities. (PLC practice instructor and School based) *PLC PD for staff with a focus on collaboration. (After school meeting) *PD on assessment, feedback and goal setting. *Introduce PLC to Specialists and Intervention Team *Planners to continue to reflect opportunities for agency, differentiation and adjustments. *Split Screen teaching with a focus on content/purpose for learning and skills being developed. *Introduction of STEM as a Specialist area. <p>GOAL 2</p> <p>Refine Learning Walks and Peer Observation process with a focus on goal setting (Number and writing - semester one) - and Split screen teaching - semester 1 focus) Learning Walks - Focus Groups and goal setting. Term 1 - Goal setting, Term 2 - Split Screen Teaching, Term 3 Learner agency Term 4- Own Choice</p> <p>Wellbeing Curriculum Day- Curriculum Day - School visits with a focus on goal setting/feedback and agency. Use School Wide Positive Behaviours Framework to refine Behavioural Expectations at MENPS Refine and revisit the multi-tiered response to intervention use of tier 2 funding to employ staff to support student wellbeing and learning. Continue to survey students throughout the year with a specific focus ie: Wellbeing, agency, bullying, motivation and interest. Planning documentation to reflect targeted focus groups (enable/extend) Student profile page for Tier 2 and 3 students. Workshops facilitated by external providers. Circle Time Wellbeing document and Compass Flags</p> <p>Develop a third goal to emphasise wellbeing.</p> |
| Documents that support this plan | |

Select annual goals and KIS

| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month target |
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| <p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p> | Yes | Support for the priorities | <p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Using the Student Attitudes to School Survey, improve the percentage of positive responses to the following survey items: School connectedness – to increase from 67 per cent positive responses (2023) to 75 per cent in 2024 Motivation and Interest – ‘I am learning things that really interest me’ - to increase from 63 per cent (2023) to 70 per cent in 2024 Student voice and agency – to increase from 61 per cent (2023) to 68 per cent in 2024 Safety - to increase from 75 per cent (2023) to 80 percent in 2024</p> |
| <p>To improve student learning outcomes with a focus on Numeracy and Mathematics.</p> | Yes | <p>Using NAPLAN data for Numeracy:</p> <ul style="list-style-type: none"> The percentage of Year 5 students assessed as being above benchmark growth will improve from 14 per cent (2021) to at least 30 per cent. The percentage of Year 5 students assessed in the top two NAPLAN Bands will improve from 32 per cent (2021) to 50 per cent. <p>Using Teacher Judgements data for Number and Algebra:</p> <ul style="list-style-type: none"> The proportion of Year 4 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will improve from 44 per cent (2021 Semester 2) to 50 per cent. The proportion of Year 6 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will improve from 36 per cent (2021 Semester 2) to 50 per cent. <p>Increase the proportion of Year 1-6 students assessed against the Victorian Curriculum Levels F-10 making at least one year of learning growth in each school year in Number and Algebra from 75 per cent (2021) to 95 per cent (2025)</p> | <p>The percentage of Year 5 students assessed as being Exceeding or Strong in Numeracy will be not less than 85 per cent in 2024 The percentage of Year 5 students assessed as being Exceeding or Strong in Writing will be not less than 85 per cent in 2024</p> <p>Using Teacher Judgements data for Number and Algebra: The proportion of Year 4 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will improve from 44 per cent (2021 Semester 2) to 50 per cent. The proportion of Year 6 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will improve from 36 per cent (2021 Semester 2) to 50 per cent. Using Teacher Judgements data for Writing: The proportion of Year 4 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will improve from 44 per cent (2021 Semester 2) to 50 per cent. The proportion of Year 6 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will improve from 36 per cent (2021 Semester 2) to 50 per cent.</p> <p>Increase the proportion of Year 1-6 students assessed against the Victorian Curriculum Levels F-10 making at least one year of learning growth in each school year in Number and Algebra from 75 per cent (2021) to 95 per cent (2025) Increase the proportion of Year 1-6 students assessed against the Victorian Curriculum Levels F-10 making at least one year of learning growth in each school year in Writing from 75 per cent (2021) to 95 per cent (2025)</p> |
| <p>To improve student agency and responsibility for their learning.</p> | Yes | <p>Using the Student Attitudes to School Survey, improve the percentage of positive responses to the following survey items:</p> <ul style="list-style-type: none"> School connectedness – to increase from 85 per cent positive responses (2021) to 90 per cent. Motivation and Interest – ‘I am learning things that really interest me’ - to increase from 75 per cent (2021) to 85 per cent. Student voice and agency – to increase from 73 per cent (2021) to 85 per cent. <p>Using the School Staff Survey, improve the percentage of positive endorsements on the following items:</p> <ul style="list-style-type: none"> ‘Use student feedback to improve practice’ – to increase from 67 per cent (2020) to at least 85 per cent. ‘Focus learning on real-life problems’ – 63 per cent (2020) to at least 80 per cent ‘Professional learning through peer observation’ – from 70 per cent (2020) to 80 per cent | <p>Using the Student Attitudes to School Survey, improve the percentage of positive responses to the following survey items: School connectedness – to increase from 67 per cent positive responses (2023) to 75 per cent in 2024 Motivation and Interest – ‘I am learning things that really interest me’ - to increase from 63 per cent (2023) to 70 per cent in 2024 Student voice and agency – to increase from 61 per cent (2023) to 68 per cent in 2024 Safety - to increase from 75 per cent (2023) to 80 percent in 2024</p> <p>Using the School Staff Survey, improve the percentage of positive endorsements on the following items: ‘Use student feedback to improve practice’ – to increase from 73 per cent (2023) to at least 80 per cent. ‘Focus learning on real-life problems’ – 81 per cent (2023) to not less than 80 per cent ‘Professional learning through peer observation’ – from 63 per cent (2023) to 71 per cent</p> |

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| | <p>Using NAPLAN data, improve the proportion of students achieving high benchmark growth:</p> <ul style="list-style-type: none"> • Benchmark Growth Reading – from 26 per cent (2021) to at least 30 per cent • Benchmark Growth Writing – from 30 per cent (2021) to not less than 30 per cent <p>Using NAPLAN top two bands – maintain or improve the proportion of students achieving top two bands:</p> <ul style="list-style-type: none"> • Year 3 Reading – from 77 per cent (2021) to not less than 75 per cent • Year 3 Writing – from 70 per cent (2021) to not less than 70 per cent • Year 5 Reading – from 69 per cent (2021) to not less than 70 per cent • Year 5 Writing – from 31 per cent (2021) to not less than 35 per cent | <p>The percentage of Year 3 students assessed as being Exceeding or Strong in Reading will be not less than 80 per cent in 2024 The percentage of Year 5 students assessed as being Exceeding or Strong in Reading will be not less than 85 per cent in 2024 The percentage of Year 3 students assessed as being Exceeding or Strong in Writing will be not less than 85 per cent in 2024 The percentage of Year 5 students assessed as being Exceeding or Strong in Writing will be not less than 85 per cent in 2024</p> |
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| Goal 1 | Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. | |
| 12-month target 1.1-month target | Using the Student Attitudes to School Survey, improve the percentage of positive responses to the following survey items: School connectedness – to increase from 67 per cent positive responses (2023) to 75 per cent in 2024 Motivation and Interest – ‘I am learning things that really interest me’ - to increase from 63 per cent (2023) to 70 per cent in 2024 Student voice and agency – to increase from 61 per cent (2023) to 68 per cent in 2024 Safety - to increase from 75 per cent (2023) to 80 percent in 2024 | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1.a | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | No |
| KIS 1.b | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | 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 2024. | |
| Goal 2 | To improve student learning outcomes with a focus on Numeracy and Mathematics. | |
| 12-month target 2.1-month target | The percentage of Year 5 students assessed as being Exceeding or Strong in Numeracy will be not less than 85 per cent in 2024 The percentage of Year 5 students assessed as being Exceeding or Strong in Writing will be not less than 85 per cent in 2024 | |
| 12-month target 2.2-month target | Using Teacher Judgements data for Number and Algebra: The proportion of Year 4 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will improve from 44 per cent (2021 Semester 2) to 50 per cent. The proportion of Year 6 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will improve from 36 per cent (2021 Semester 2) to 50 per cent. Using Teacher Judgements data for Writing: The proportion of Year 4 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will improve from 44 per cent (2021 Semester 2) to 50 per cent. The proportion of Year 6 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will improve from 36 per cent (2021 Semester 2) to 50 per cent. | |
| 12-month target 2.3-month target | Increase the proportion of Year 1-6 students assessed against the Victorian Curriculum Levels F-10 making at least one year of learning growth in each school year in Number and Algebra from 75 per cent (2021) to 95 per cent (2025) | |

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| | Increase the proportion of Year 1-6 students assessed against the Victorian Curriculum Levels F-10 making at least one year of learning growth in each school year in Writing from 75 per cent (2021) to 95 per cent (2025) | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 2.a Excellence in teaching and learning | Build the capacity of staff in the teaching of Numeracy and Mathematics to ensure appropriate learning growth for every student. | Yes |
| KIS 2.b Professional leadership | Build the capacity of Instructional leaders in leading the teaching of Numeracy and Mathematics. | No |
| KIS 2.c Excellence in teaching and learning | Develop a strong, shared understanding of the Professional Learning Communities (PLC) model and embed this in school-wide practices. | 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. | As Numeracy is the learning focus for the School Strategic Plan, building the capacity of staff in the teaching of Numeracy and Mathematics will remain a priority. We have 6 new staff commencing in 2024, with will involve further professional learning and support. Embedding the PLC model remains a priority as we have some new PLC Leaders and several new staff. As 2023 was our first year of implementation, 2024 will provide us with an opportunity to further establish this model school wide. | |
| Goal 3 | To improve student agency and responsibility for their learning. | |
| 12-month target 3.1-month target | Using the Student Attitudes to School Survey, improve the percentage of positive responses to the following survey items: School connectedness – to increase from 67 per cent positive responses (2023) to 75 per cent in 2024 Motivation and Interest – ‘I am learning things that really interest me’ - to increase from 63 per cent (2023) to 70 per cent in 2024 Student voice and agency – to increase from 61 per cent (2023) to 68 per cent in 2024 Safety - to increase from 75 per cent (2023) to 80 percent in 2024 | |
| 12-month target 3.2-month target | Using the School Staff Survey, improve the percentage of positive endorsements on the following items: ‘Use student feedback to improve practice’ – to increase from 73 per cent (2023) to at least than 80 per cent. ‘Focus learning on real-life problems’ – 81 per cent (2023) to not less than 80 per cent ‘Professional learning through peer observation’ – from 63 per cent (2023) to 71 per cent | |
| 12-month target 3.3-month target | The percentage of Year 3 students assessed as being Exceeding or Strong in Reading will be not less than 80 per cent in 2024 The percentage of Year 5 students assessed as being Exceeding or Strong in Reading will be not less than 85 per cent in 2024 The percentage of Year 3 students assessed as being Exceeding or Strong in Writing will be not less than 85 per cent in 2024 The percentage of Year 5 students assessed as being Exceeding or Strong in Writing will be not less than 85 per cent in 2024 | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 3.a Positive climate for learning | Build the knowledge and understanding of authentic learner agency among all staff. | Yes |
| KIS 3.b Positive climate for learning | Build the knowledge and understanding of authentic learner agency among all students. | Yes |
| KIS 3.c Excellence in teaching and learning | Embed collaborative and reflective practices for staff, students and leadership. | 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.

In 2024 we will continue to strengthen staff and student understanding of authentic Learner Agency.
In 2024 Peer Observations and Learning Walks will have a precise focus on authentic Learner Agency and will form part of staff evidence for their Mid and End PDP cycle.
Further work on assessment and feedback will further support collaborative and reflective practices for staff, students and leadership

Define actions, outcomes, success indicators and activities

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| Goal 1 | Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. | | | |
| 12-month target 1.1 target | Using the Student Attitudes to School Survey, improve the percentage of positive responses to the following survey items: School connectedness – to increase from 67 per cent positive responses (2023) to 75 per cent in 2024 Motivation and Interest – ‘I am learning things that really interest me’ - to increase from 63 per cent (2023) to 70 per cent in 2024 Student voice and agency – to increase from 61 per cent (2023) to 68 per cent in 2024 Safety - to increase from 75 per cent (2023) to 80 percent in 2024 | | | |
| KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | Strengthen the whole school approach to social and emotional learning | | | |
| Outcomes | <p>Leaders will: Support the continuous development, documentation and revision of the whole school wellbeing approach Support the implementation of the School Wide Positive Behaviour Framework through the Wellbeing SPRINT Team</p> <p>Teachers will: Plan for and implement social and emotional learning based on students' needs Be able to recognise, respond to and refer students' mental health needs</p> <p>Students will: Report improved emotional awareness and resilience Be able to explain what positive mental health means and where they can seek support at school</p> | | | |
| Success Indicators | <p>Early Indicators: Curriculum documentation will evidence planning and teaching for social and emotional learning Notes from Learning Walks and Peer Observations will evidence how staff are embedding the whole school approach to wellbeing through the implementation of the School Wide Positive Behaviour Strategies Student Support resources displayed around the school will show how students can seek support Student Feedback to teachers using PIVOT will evidence greater connectedness to school</p> <p>Late Indicators: Student Attitude to School Survey data will reflect an improved percentage of positive responses in School Connectedness, Motivation & Interest, Student Voice & Agency and Safety</p> | | | |
| Activities | Who | Is this a PL priority | When | Activity cost and funding streams |
| The Wellbeing SPRINT Team will oversee the implementation of Units 1 & 2 from the School Wide Positive Behaviour Framework and the High Impact Wellbeing Strategies | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input checked="" type="checkbox"/> Other funding will be used |
| Curriculum Day - Calm at the Forefront - external provider - Inclusion Outreach Coach to build staff capacity to create inclusive classrooms & greater understanding of ES staff role and responsibilities - internal professional learning workshops | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

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| Using the Schools Mental Health Fund Menu to engage with services to explore student and staff current understandings of social and emotional learning and students mental health | <input checked="" type="checkbox"/> Assistant principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$15,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Acquire resources to support students with disability or additional learning needs (ie adjustable furniture, sensory resources) | <input checked="" type="checkbox"/> Assistant principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Employ Social Worker one day a week to support wellbeing and mental health needs of students | <input checked="" type="checkbox"/> Allied health | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$25,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Schedule 4th teacher to roam in school yard at lunchtime | <input checked="" type="checkbox"/> All staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |

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| Goal 2 | To improve student learning outcomes with a focus on Numeracy and Mathematics. |
| 12-month target 2.1 target | The percentage of Year 5 students assessed as being Exceeding or Strong in Numeracy will be not less than 85 per cent in 2024 The percentage of Year 5 students assessed as being Exceeding or Strong in Writing will be not less than 85 per cent in 2024 |
| 12-month target 2.2 target | Using Teacher Judgements data for Number and Algebra: The proportion of Year 4 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will improve from 44 per cent (2021 Semester 2) to 50 per cent. The proportion of Year 6 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will improve from 36 per cent (2021 Semester 2) to 50 per cent. Using Teacher Judgements data for Writing: The proportion of Year 4 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will improve from 44 per cent (2021 Semester 2) to 50 per cent. The proportion of Year 6 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will improve from 36 per cent (2021 Semester 2) to 50 per cent. |
| 12-month target 2.3 target | Increase the proportion of Year 1-6 students assessed against the Victorian Curriculum Levels F-10 making at least one year of learning growth in each school year in Number and Algebra from 75 per cent (2021) to 95 per cent (2025) Increase the proportion of Year 1-6 students assessed against the Victorian Curriculum Levels F-10 making at least one year of learning growth in each school year in Writing from 75 per cent (2021) to 95 per cent (2025) |
| KIS 2.a Evidence-based high-impact teaching strategies | Build the capacity of staff in the teaching of Numeracy and Mathematics to ensure appropriate learning growth for every student. |
| Actions | Implement a school wide approach to teaching numeracy and writing Build the capacity of staff in the teaching of numeracy and writing to ensure the learning growth of every student |
| Outcomes | Leaders will: Establish an agreed school wide approach to teaching numeracy and writing Teachers will: |

| | <p>Have a greater understanding of assessment, feedback, differentiation and inclusive practices through professional learning, collaborative planning and the PLC inquiry cycle</p> <p>Identify student learning needs in numeracy and writing based on assessment</p> <p>Plan for and implement high quality differentiated learning to meet individual student needs</p> <p>Students will:</p> <p>Identify and understand their learning goals in numeracy and writing</p> <p>Know how to achieve their goals in numeracy and writing</p> <p>Articulate the skills they are developing as learners</p> | | | |
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| <p>Success Indicators</p> | <p>Early Indicators:</p> <p>Learning Walks and Peer Observations will evidence the use of the Split Screen strategy, opportunities for feedback and individual goals in numeracy and writing for all students in all classrooms</p> <p>Students are able to articulate the WHAT, WHY and HOW of their learning</p> <p>Planning documents evidence a Split Screen approach with clearly identified knowledge and skills for each lesson</p> <p>Curriculum documents will evidence high quality differentiation in numeracy and writing</p> <p>Pre and post unit assessment results documented and regularly analysed to inform future planning (collaborative planning and PLC)</p> <p>Formative and summative assessment data will reflect student learning growth</p> <p>Late Indicators:</p> <p>NAPLAN Year 5 numeracy and writing targets are achieved</p> <p>Teacher Judgement numeracy and writing targets are achieved</p> <p>PLC inquiry cycle data reflects growth against SMART goal</p> | | | |
| Activities | Who | Is this a PL priority | When | Activity cost and funding streams |
| <p>Numeracy and Writing SPRINT Teams will establish a school wide approach to teaching numeracy and writing</p> <p>In class modelling by Maths consultant</p> | <p><input checked="" type="checkbox"/> Assistant principal</p> <p><input checked="" type="checkbox"/> Learning specialist(s)</p> | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$4,000.00</p> <p><input checked="" type="checkbox"/> Other funding will be used</p> |
| <p>Employ a Maths consultant for in class modelling to build staff capacity in the teaching of numeracy</p> | <p><input checked="" type="checkbox"/> All staff</p> <p><input checked="" type="checkbox"/> Curriculum co-ordinator (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 checked="" type="checkbox"/> Other funding will be used</p> |
| <p>Schedule Professional Learning to build staff capacity in assessment (for, of, as learning), feedback (ATSIL) and goal setting</p> <p>Assessment & feedback - inhouse professional learning</p> | <p><input checked="" type="checkbox"/> Assistant principal</p> <p><input checked="" type="checkbox"/> Learning specialist(s)</p> | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$0.00</p> |
| <p>Embed the 2024 Maths Curriculum 2.0 in curriculum planners so staff will become familiar with the new curriculum</p> <p>Internal professional learning led by the Numeracy SPRINT team</p> | <p><input checked="" type="checkbox"/> Assistant principal</p> <p><input checked="" type="checkbox"/> Learning specialist(s)</p> | <p><input type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$0.00</p> |
| <p>Numeracy Learning Specialist and AP to attend Maths Curriculum 2.0 professional learning</p> | <p><input checked="" type="checkbox"/> Assistant principal</p> <p><input checked="" type="checkbox"/> Learning specialist(s)</p> | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$0.00</p> |
| <p>Employ Learning Intervention teacher to support student learning needs</p> | <p><input checked="" type="checkbox"/> Principal</p> | <p><input type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$65,000.00</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> |

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| Employ teacher aide to support student learning and wellbeing needs | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$30,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Staff conduct Peer Observations with a chosen focus for each term on learner agency, goal setting and feedback Leaders will conduct Learning Walks with a focus on learner agency, goal setting and feedback Learning Specialists and School Leaders released from classrooms to conduct Learning Walks in Terms 2 & 4 | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$4,000.00 <input checked="" type="checkbox"/> Other funding will be used |
| Employ speech therapist to support student learning needs | <input checked="" type="checkbox"/> Allied health | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$62,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| KIS 2.c Evaluating impact on learning | Develop a strong, shared understanding of the Professional Learning Communities (PLC) model and embed this in school-wide practices. | | | |
| Actions | Provide Professional Learning to support the PLC inquiry cycle to strengthen teacher practice | | | |
| Outcomes | <p>Leaders will: Establish an agreed school wide approach to teaching numeracy and writing</p> <p>Teachers will: Have a greater understanding of assessment, feedback, differentiation and inclusive practices through professional learning, collaborative planning and the PLC inquiry cycle Identify student learning needs in numeracy and writing based on assessment Plan for and implement high quality differentiated learning to meet individual student needs</p> <p>Students will: Identify and understand their learning goals in numeracy and writing Know how to achieve their goals in numeracy and writing Articulate the skills they are developing as learners</p> | | | |
| Success Indicators | <p>Early Indicators: Learning Walks and Peer Observations will evidence the use of the Split Screen strategy, individual learning goals in numeracy and writing and opportunities for feedback for all students in all classrooms Students are able to articulate the WHAT, WHY and HOW of their learning Planning documents evidence a Split Screen approach with clearly identified knowledge and skills for each lesson Curriculum documents will evidence high quality differentiation in numeracy and writing Pre and post unit assessment results documented and regularly analysed to inform future planning (collaborative planning and PLC) Formative and summative assessment data will reflect student learning growth</p> <p>Late Indicators: NAPLAN Year 5 numeracy and writing targets achieved Teacher Judgement numeracy and writing targets achieved PLC inquiry cycle data</p> | | | |
| Activities | Who | Is this a PL priority | When | Activity cost and funding streams |
| Schedule Professional Learning for PLC leaders and staff including specialist staff Staff visit other PLC lead schools PLC coaching & leaders Professional Learning | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Other funding will be used |
| Schedule Professional Learning to build staff capacity in assessment (for, of, as learning), feedback (ATSIL) and goal setting | <input checked="" type="checkbox"/> All staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 | \$0.00 |

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| | <input checked="" type="checkbox"/> Assistant principal | | to: Term 4 | <input checked="" type="checkbox"/> Other funding will be used |
| Through the PLC inquiry cycle, teachers will critically reflect individually and collaboratively to enhance their impact on student wellbeing and learning to ensure their practice is informed by contemporary research and evidence. Professional Learning Reading resources to include but not limited to: Kath Murdoch Getting Personal with Inquiry, Rosenshine's Principles, Peter Sullivan maths resources, writing resource | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 <input checked="" type="checkbox"/> Other funding will be used |
| Staff complete English online interview (F - 1) and Maths online interview (F -2) to inform planning and teaching Staff Years 3 - 6 trial Place Value Assessments to inform planning and teaching | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Goal 3 | To improve student agency and responsibility for their learning. | | | |
| 12-month target 3.1 target | Using the Student Attitudes to School Survey, improve the percentage of positive responses to the following survey items: School connectedness – to increase from 67 per cent positive responses (2023) to 75 per cent in 2024 Motivation and Interest – 'I am learning things that really interest me' - to increase from 63 per cent (2023) to 70 per cent in 2024 Student voice and agency – to increase from 61 per cent (2023) to 68 per cent in 2024 Safety - to increase from 75 per cent (2023) to 80 percent in 2024 | | | |
| 12-month target 3.2 target | Using the School Staff Survey, improve the percentage of positive endorsements on the following items: 'Use student feedback to improve practice' – to increase from 73 per cent (2023) to at least than 80 per cent. 'Focus learning on real-life problems' – 81 per cent (2023) to not less than 80 per cent 'Professional learning through peer observation' – from 63 per cent (2023) to 71 per cent | | | |
| 12-month target 3.3 target | The percentage of Year 3 students assessed as being Exceeding or Strong in Reading will be not less than 80 per cent in 2024 The percentage of Year 5 students assessed as being Exceeding or Strong in Reading will be not less than 85 per cent in 2024 The percentage of Year 3 students assessed as being Exceeding or Strong in Writing will be not less than 85 per cent in 2024 The percentage of Year 5 students assessed as being Exceeding or Strong in Writing will be not less than 85 per cent in 2024 | | | |
| KIS 3.a Empowering students and building school pride | Build the knowledge and understanding of authentic learner agency among all staff. | | | |
| Actions | Strengthen the school wide approach to implementing Learner Agency | | | |
| Outcomes | Leaders will: Facilitate a school wide approach to implementing Learner Agency - including feedback, split screen strategy and goal setting Teachers will: Provide timely feedback to students Differentiate planning and instruction Co-create learning goals with students Embed learner agency in planning using HITS, HIWB Students will be able to: Articulate WHAT they are learning, WHY they are learning, HOW they are learning and what is the next step in their learning Articulate the Approaches To Learning they are developing in their learning | | | |
| Success Indicators | Early indicators: Learning Walks and Peer Observations will evidence learner agency, feedback strategies and student learning goals Planning documents will evidence the use of the split screen approach to share the knowledge (learning intentions & success criteria) and skills (ATL's) for each session | | | |

| | <p>Late Indicators: Student Attitude to School Survey data will reflect an improved percentage of positive responses in School Connectedness, Motivation & Interest, Student Voice & Agency Staff Opinion Survey data will reflect an improved percentage of positive responses in Processional Learning through Peer Observation & Collective Focus on Student Learning</p> | | | |
|---|---|--|----------------------------------|-----------------------------------|
| Activities | Who | Is this a PL priority | When | Activity cost and funding streams |
| Curriculum Day - PYP SPRINT team to organise professional learning with a focus on Learner Agency Teachers visiting other IB PYP, PLC lead schools and other high performing schools in our network with a focus on Learner Agency | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 |
| PYP SPRINT team to embed a school wide approach to Learner Agency - including the AITSL Feedback model, Split Screen strategy, and teachers and students co-create learning goals | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Staff conduct Peer Observations with a chosen focus each term on learner agency, goal setting and feedback Leaders will conduct Learning Walks with a focus on learner agency, goal setting and feedback | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| KIS 3.b Empowering students and building school pride | Build the knowledge and understanding of authentic learner agency among all students. | | | |
| Actions | Strengthen the school wide approach to implementing Learner Agency | | | |
| Outcomes | <p>Leaders will: Facilitate a school wide approach to implementing Learner Agency - including feedback, split screen strategy and goal setting</p> <p>Teachers will: Provide timely feedback to students Differentiate instruction Co-create learning goals with students Embed learner agency in planning using HITS, HIWB</p> <p>Students will be able to: Articulate WHAT they are learning, WHY they are learning, HOW they are learning and what is the next step in their learning Articulate the Approaches To Learning they are developing in their learning Identify and understand their learning goals in numeracy and writing Know how to achieve their goals in numeracy and writing Articulate the skills they are developing as learners</p> | | | |
| Success Indicators | <p>Early indicators: Learning Walks and Peer Observations will evidence feedback strategies and student learning goals Planning documents will evidence the use of the split screen approach to share the knowledge (learning intentions & success criteria) and skills (ATL's) for each session</p> <p>Late Indicators: Student Attitude to School Survey data will reflect an improved percentage of positive responses in School Connectedness, Motivation & Interest, Student Voice & Agency Staff Opinion Survey data will reflect an improved percentage of positive responses in Professional Learning through Peer Observation & Collective Focus on Student Learning</p> | | | |
| Activities | Who | Is this a PL priority | When | Activity cost and funding streams |
| Students to complete PIVOT survey (linked to Attitudes to School Survey) to provide feedback to their teachers in terms 1 & 3 | <input checked="" type="checkbox"/> Assistant principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 3 | \$0.00 |

| | | | | |
|--|---|--|----------------------------------|--|
| Students and teachers collaborate to design learning intentions that connect to real world contexts and empowers students to explore issues and take actions to solve problems | <input checked="" type="checkbox"/> All staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Students and teachers collaborate to co-create learning goals in numeracy, writing and ATL skills | <input checked="" type="checkbox"/> All staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| KIS 3.c Building practice excellence | Embed collaborative and reflective practices for staff, students and leadership. | | | |
| Actions | Leaders establish sustainable routines for collaboration and professional development, ensuring classroom observations, internal/external programs, PDPs and the modelling of effective practice and feedback are effectively embedded in the school | | | |
| Outcomes | <p>Leaders will: Facilitate a school wide approach to implementing Learner Agency - including feedback, split screen strategy and goal setting</p> <p>Teachers will: Provide timely feedback to students Differentiate instruction Co-create learning goals with students Embed learner agency in planning using HITS, HIWB</p> <p>Students will be able to: Articulate WHAT they are learning, WHY they are learning, HOW they are learning and what is the next step in their learning Articulate the Approaches To Learning they are developing in their learning Identify and understand their learning goals in numeracy and writing Know how to achieve their goals in numeracy and writing Articulate the skills they are developing as learners</p> | | | |
| Success Indicators | <p>Early indicators: Learning Walks and Peer Observations will evidence feedback strategies and student learning goals Planning documents will evidence the use of the split screen approach to share the knowledge (learning intentions & success criteria) and skills (ATL's) for each session</p> <p>Late Indicators: Student Attitude to School Survey data will reflect an improved percentage of positive responses in School Connectedness, Motivation & Interest, Student Voice & Agency Staff Opinion Survey data will reflect an improved percentage of positive responses in Professional Learning through Peer Observation & Collective Focus on Student Learning</p> | | | |
| Activities | Who | Is this a PL priority | When | Activity cost and funding streams |
| Meeting schedule reflects protected and allocated time for staff collaborative planning and PLC meetings. | <input checked="" type="checkbox"/> Assistant principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Schedule and organise professional learning meetings and curriculum days throughout the year with a focus on learner agency, goal setting and feedback | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 <input checked="" type="checkbox"/> Other funding will be used |
| Peer Observations and Learning Walks process and protocols are established and have a dedicated focus each term on learner agency, goal setting and feedback | <input checked="" type="checkbox"/> All staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |

| | | | | |
|--|---|---------------------------------------|----------------------------------|--------|
| Learning Specialists lead the modelling of effective practices school wide | <input checked="" type="checkbox"/> Learning specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| PDP mid & end cycle reflections evidence greater collaborative and reflective practices amongst staff, students and leadership | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |

Funding planner

Summary of budget and allocated funding

| Summary of budget | School's total funding (\$) | Funding allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$10,501.60 | \$5,000.00 | \$5,501.60 |
| Disability Inclusion Tier 2 Funding | \$186,146.00 | \$164,000.00 | \$22,146.00 |
| Schools Mental Health Fund and Menu | \$65,055.98 | \$40,000.00 | \$25,055.98 |
| Total | \$261,703.58 | \$209,000.00 | \$52,703.58 |

Activities and milestones – Total Budget

| Activities and milestones | Budget |
|--|---------------------|
| Curriculum Day - Calm at the Forefront - external provider - Inclusion Outreach Coach to build staff capacity to create inclusive classrooms & greater understanding of ES staff role and responsibilities - internal professional learning workshops | \$2,000.00 |
| Using the Schools Mental Health Fund Menu to engage with services to explore student and staff current understandings of social and emotional learning and students mental health | \$15,000.00 |
| Acquire resources to support students with disability or additional learning needs (ie adjustable furniture, sensory resources) | \$5,000.00 |
| Employ Social Worker one day a week to support wellbeing and mental health needs of students | \$25,000.00 |
| Employ Learning Intervention teacher to support student learning needs | \$65,000.00 |
| Employ teacher aide to support student learning and wellbeing needs | \$30,000.00 |
| Employ speech therapist to support student learning needs | \$62,000.00 |
| Staff complete English online interview (F - 1) and Maths online interview (F -2) to inform planning and teaching Staff Years 3 - 6 trial Place Value Assessments to inform planning and teaching | \$5,000.00 |
| Totals | \$209,000.00 |

Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|--|-----------------|------------------------|---|
| Staff complete English online interview (F - 1) and Maths online interview (F -2) to inform planning and teaching Staff Years 3 - 6 trial Place Value Assessments to inform planning and teaching | from: Term 1 | \$5,000.00 | <input checked="" type="checkbox"/> CRT |

| | | | |
|---------------|---------------|--|------------|
| | to: Term 1 | | |
| Totals | | | \$5,000.00 |

Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|---|
| Curriculum Day - Calm at the Forefront - external provider - Inclusion Outreach Coach to build staff capacity to create inclusive classrooms & greater understanding of ES staff role and responsibilities - internal professional learning workshops | from: Term 1 to: Term 2 | \$2,000.00 | <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • |
| Acquire resources to support students with disability or additional learning needs (ie adjustable furniture, sensory resources) | from: Term 1 to: Term 4 | \$5,000.00 | <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Customised or adjustable furniture <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • |
| Employ Learning Intervention teacher to support student learning needs | from: Term 1 to: Term 4 | \$65,000.00 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Learning specialist |
| Employ teacher aide to support student learning and wellbeing needs | from: Term 1 to: Term 4 | \$30,000.00 | <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Other teacher aide |
| Employ speech therapist to support student learning needs | from: Term 1 to: Term 4 | \$62,000.00 | <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Speech pathologists |
| Totals | | \$164,000.00 | |

Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|---|-----------------|------------------------|---|
| Using the Schools Mental Health Fund Menu to engage with services to explore student and staff current understandings of social and emotional learning and students mental health | from: Term 1 | \$15,000.00 | <input checked="" type="checkbox"/> UR Strong Workshops |

| | | | |
|--|----------------------------------|-------------|--|
| | to: Term 1 | | |
| Employ Social Worker one day a week to support wellbeing and mental health needs of students | from: Term 1 to: Term 4 | \$25,000.00 | <input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students This activity will use Foundation Resources (DET Funded initiatives or other free resources) o Program delivered in school by external service provider |
| Totals | | \$40,000.00 | |

Additional funding planner – Total Budget

| Activities and milestones | Budget |
|---------------------------|--------|
| Totals | \$0.00 |

Additional funding planner – Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Additional funding planner – Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Additional funding planner – Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|---|--|----------------------------------|--|---|--|---|
| The Wellbeing SPRINT Team will oversee the implementation of Units 1 & 2 from the School Wide Positive Behaviour Framework and the High Impact Wellbeing Strategies | <input checked="" type="checkbox"/> Assistant principal <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"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources School Wide Positive Behaviour Framework | <input checked="" type="checkbox"/> On-site |
| Curriculum Day - Calm at the Forefront - external provider - Inclusion Outreach Coach to build staff capacity to create inclusive classrooms & greater understanding of ES staff role and responsibilities - internal professional learning workshops | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Whole school pupil free day | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Inclusion Outreach Coach | <input checked="" type="checkbox"/> On-site |
| Numeracy and Writing SPRINT Teams will establish a school wide approach to teaching numeracy and writing In class modelling by Maths consultant | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Learning specialist | <input checked="" type="checkbox"/> On-site |
| Employ a Maths consultant for in class modelling to build staff capacity in the teaching of numeracy | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> External consultants Michael Ymer - Maths consultant | <input checked="" type="checkbox"/> On-site |
| Schedule Professional Learning to build staff capacity in assessment (for, of, as learning), feedback (ATSIL) and goal setting Assessment & feedback - inhouse professional learning | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <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 |
| Numeracy Learning Specialist and AP to attend Maths Curriculum 2.0 professional learning | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Network professional learning | <input checked="" type="checkbox"/> Learning specialist | <input checked="" type="checkbox"/> Off-site PL online |
| Schedule Professional Learning for PLC leaders and staff including specialist staff Staff visit other PLC lead schools PLC coaching & leaders Professional Learning | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs | <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"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources regional EIL PLC leader | <input checked="" type="checkbox"/> On-site |
| Schedule Professional Learning to build staff capacity in assessment (for, of, as learning), feedback (ATSIL) and goal setting | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|--|--|----------------------------------|--|--|--|---|
| | | | | | <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | |
| <p>Through the PLC inquiry cycle, teachers will critically reflect individually and collaboratively to enhance their impact on student wellbeing and learning to ensure their practice is informed by contemporary research and evidence. Professional Learning Reading resources to include but not limited to: Kath Murdoch Getting Personal with Inquiry, Rosenshine's Principles, Peter Sullivan maths resources, writing resource</p> | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative inquiry/action research team <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"/> PLC Initiative | <input checked="" type="checkbox"/> On-site |
| <p>Curriculum Day - PYP SPRINT team to organise professional learning with a focus on Learner Agency Teachers visiting other IB PYP, PLC lead schools and other high performing schools in our network with a focus on Learner Agency</p> | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Whole school pupil free day | <input checked="" type="checkbox"/> School improvement partnerships | <input checked="" type="checkbox"/> Off-site staff visiting other schools |
| <p>Students and teachers collaborate to design learning intentions that connect to real world contexts and empowers students to explore issues and take actions to solve problems</p> | <input checked="" type="checkbox"/> All staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <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"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| <p>Students and teachers collaborate to co-create learning goals in numeracy, writing and ATL skills</p> | <input checked="" type="checkbox"/> All staff | 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"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| <p>Schedule and organise professional learning meetings and curriculum days throughout the year with a focus on learner agency, goal setting and feedback</p> | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <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"/> 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"/> School improvement partnerships | <input checked="" type="checkbox"/> On-site |