

2020 Annual Implementation Plan

for improving student outcomes

Chelsea Primary School (3729)



Submitted for review by Taylor Irish (School Principal) on 01 December, 2019 at 01:17 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>Chelsea PS has developed clear goals and targets that support and agreed with the FISO priorities. The school has developed professional learning aligned with their FISO improvement strategies. Teachers have a shared focus for improvement in student outcomes.</p> <p>During 2019 we have worked extremely hard to implement a system that works for our school context. Teachers work in teams, across year levels and learning areas, to implement documented agreed approaches to data collection, analysis and evaluation.</p> <p>Chelsea PS partially completed targets in the 2019 AIP. CPS has focused on Building Practice Excellence and demonstrating gains made in KIS 2 Build teacher capabilities and understanding of the continuum of learning informed by a consistent and rigorous analysis of data.</p> <p>The school is now using implemented systems of data collation to inform changes of practice and the fact that the areas of Reading and Writing didn't reach expectations have enabled us to make changes to our teaching and curriculum particularly</p>
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	<p>in the areas of Grade 3 to 6.</p> <p>The school also wishes to focus on improving student engagement by active student voice. We were pleased to see improvement in areas of the Attitude to School Survey data and would like to continue improvement in this area. Feedback from students has helped us with the changes we have made to address the reading and writing changes.</p>
<p>Considerations for 2020</p>	<p>The SIT team believes that continuing our focus on Excellence in Teaching and Learning is important and is always the focus of any school along with the need to address student voice, agency and leadership, as we continue to develop our teaching model through out the school. CPS has focused on knowledge building with in the school and aligning teaching practices to the Principles of Practice, HITS strategies, and Literacy and Numeracy Tool kits. CPS is looking to expand observational practices and will embed a 'Directive Coaching Model' to further enhance teacher development and more efficiently induct new staff members for 2020.</p> <p>CPS has seen steady improvement in student outcomes and now needs to focus on a few major areas for our model to be fully implemented and address what the school wide data is potentially telling us.</p> <p>The area of focus will continue to be Practice Principle where CPS will target:</p> <p>Student Voice: Continue to collect student feedback on teaching and embed a time in each week where Grade 3 to 6 students can have opportunities to discuss learning and environment.</p> <p>Wellbeing team to embed Whole School Positive Behaviour approaches and begin to implement Respectful Relationships through the school.</p> <p>Student Agency: Students in Grade 3 to 6 to understand spaced and interleaving practice and apply these skills to home study. They can also explain why these methods are effective in terms of short term and long term memory in student forums. Continue to share data with students and they can explain progress in regards to the assessments implemented. Implement PoLT type survey to reinforce that listening to student opinion is an important part of CPS culture.</p> <p>Student Leadership: Continue to build SRC and use the group to implement the 'School Wide Positive Behaviour Support Model' that will link with the RTI model at CPS.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To improve student learning outcomes in Literacy
Target 1.1	<ul style="list-style-type: none"> • <i>By 2022 the percentage of students achieving medium or high growth in writing in NAPLAN will increase from 74% to 85% (The adaptive online NAPLAN test may require an adjustment)</i> • <i>By 2022 the percentage of students achieving high growth in NAPLAN Writing will increase from 13 % to 25 % (The adaptive online NAPLAN test may require an adjustment)</i>
Target 1.2	<ul style="list-style-type: none"> • <i>By 2022 the percentage of students achieving low growth in NAPLAN spelling will decrease from 39 % to 25 %</i>
Target 1.3	<p><i>By 2022 the percentage of positive responses for Teaching and learning - practice improvement in the School Staff Survey (SSS) will increase :</i></p> <ul style="list-style-type: none"> • <i>Learning through peer observation from 33% positive endorsement to 75%</i> • <i>Seek Feedback to improve practice from 44% positive endorsement to 80%</i> • <i>Timetabled meetings to support collaboration from 56% endorsement 80%</i>
Key Improvement Strategy 1.a Building practice excellence	Build an in–depth understanding of the pedagogical content knowledge in literacy to support intellectual engagement and differentiation
Key Improvement Strategy 1.b Curriculum planning and assessment	Implement a whole school instructional model that promotes high quality teaching and learning in literacy

Key Improvement Strategy 1.c Building practice excellence	Build teacher capability to utilise a range of formative assessment strategies, including student feedback, to explicitly teach to each student's point of need
Goal 2	To improve student learning outcomes in Numeracy
Target 2.1	<i>By 2022 the percentage of students achieving medium or high growth in NAPLAN will increase from 72% to 85% per cent or greater. (The adaptive online NAPLAN test may require an adjustment)</i>
Target 2.2	<i>By 2022 the percentage of students in the top two NAPLAN bands in Year 5 will be 40 per cent or greater. (The adaptive online NAPLAN test may require an adjustment)</i>
Target 2.3	<i>By 2022 the alignment of teacher judgement data and NAPLAN data will be consistent. (The adaptive online NAPLAN test may require an adjustment)</i>
Key Improvement Strategy 2.a Curriculum planning and assessment	Implement a whole school instructional model that promotes high quality teaching and learning in Numeracy
Key Improvement Strategy 2.b Building practice excellence	To building the numeracy teaching practice of all staff across the school through participation in the Primary Maths Specialist initiative
Goal 3	To increase student voice and agency in learning
Target 3.1	<i>By 2022 the percentage of positive responses for Student Voice and Agency in the AToSS will increase to 90 per cent for girls and boys.</i>

Target 3.2	<i>By 2022 reduce the percentage of student reporting experiencing bullying from 35% to 15%</i>
Target 3.3	<i>By 2022 the percentage of positive response for Academic Emphasis in the SSS will increase from 80 per cent to 90 per cent.</i>
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Embed the high impact teaching strategies of Goal Setting, Questioning, Feedback and Metacognitive Strategies to enhance students' intellectual engagement and self-awareness

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student learning outcomes in Literacy	Yes	<ul style="list-style-type: none"> • <i>By 2022 the percentage of students achieving medium or high growth in writing in NAPLAN will increase from 74% to 85% (The adaptive online NAPLAN test may require an adjustment)</i> • <i>By 2022 the percentage of students achieving high growth in NAPLAN Writing will increase from 13 % to 25 % (The adaptive online NAPLAN test may require an adjustment)</i> 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase in the number of students in year 5 achieving medium or high growth.</p> <p>2019 Result Writing Low = 33%, Medium = 33%, High = 33%</p> <p>2020 Goal Writing Low = 20%, Medium = 40%, High = 40%</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in writing for all students deemed capable at or above state means Year 3-increase from scaled score from 431 to 440 or above state means. Year 5-increase from scaled score from 464 to 490 at or above state means.</p> <p>NAPLAN Mean Score Grade 3: Reading 460 Writing 440 Spelling 430 Grammar & Punctuation 470 NAPLAN Mean Score Grade 5: Reading 525 Writing 470 Spelling 510 Grammar & Punctuation 515</p>

		<ul style="list-style-type: none"> • <i>By 2022 the percentage of students achieving low growth in NAPLAN spelling will decrease from 39 % to 25 %</i> 	<p>Decrease in the number of students in year 5 achieving low growth for spelling.</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in spelling for all students deemed capable at or above state means</p> <p>Year 3-increase from scaled score from 410 to 430 or above state means. Year 5-increase from scaled score from 494 to 510 at or above state means.</p> <p>Percentage of students in the low growth category will decrease from 33% to under 25%.</p>
		<p><i>By 2022 the percentage of positive responses for Teaching and learning - practice improvement in the School Staff Survey (SSS) will increase :</i></p> <ul style="list-style-type: none"> • <i>Learning through peer observation from 33% positive endorsement to 75%</i> • <i>Seek Feedback to improve practice from 44% positive endorsement to 80%</i> • <i>Timetabled meetings to support collaboration from 56% endorsement 80%</i> 	<p>Learning through peer observation from 82% positive endorsement to 85%</p> <ul style="list-style-type: none"> • Seek Feedback to improve practice from 73% positive endorsement to 80% • Timetabled meetings to support collaboration from 82% endorsement 85%
<p>To improve student learning outcomes in Numeracy</p>	<p>Yes</p>	<p><i>By 2022 the percentage of students achieving medium or high growth in NAPLAN will increase from 72% to 85% per cent or greater. (The adaptive online NAPLAN test may require an adjustment)</i></p>	<p>Increase in the number of students in year 5 achieving medium or high growth.</p> <p>2019 Result Numeracy Low = 31%, Medium = 59%, High = 9 %</p> <p>2020 Goal</p>

			<p>Numeracy Low = 20%, Medium = 50% , High = 30%</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in numeracy for all students deemed capable at or above state means Year 3-increase from scaled score from 418 to 430 or above state means. Year 5-increase from scaled score from 489 to 500 at or above state means.</p> <p>NAPLAN Mean Score Grade 3: Numeracy 430 NAPLAN Mean Score Grade 5:Numeracy 500</p>
		<i>By 2022 the percentage of students in the top two NAPLAN bands in Year 5 will be 40 per cent or greater. (The adaptive online NAPLAN test may require an adjustment)</i>	Percentage of students in the top two NAPLAN bands in Year 5 will be 10 per cent or greater
		<i>By 2022 the alignment of teacher judgement data and NAPLAN data will be consistent. (The adaptive online NAPLAN test may require an adjustment)</i>	By the end of 2020 the alignment of teacher judgement data and NAPLAN data will be more consistent.
To increase student voice and agency in learning	Yes	<i>By 2022 the percentage of positive responses for Student Voice and Agency in the AToSS will increase to 90 per cent for girls and boys.</i>	Increase in the percentage of students in the student voice & agency category in the AtoSS to 85% in 2020.

		<i>By 2022 reduce the percentage of student reporting experiencing bullying from 35% to 15%</i>	Reduce the percentage of students reporting bullying to 30% or under.
		<i>By 2022 the percentage of positive response for Academic Emphasis in the SSS will increase from 80 per cent to 90 per cent.</i>	Increase the percentage response for Academic Emphasis to 85% or above for 2020.

Goal 1	To improve student learning outcomes in Literacy
12 Month Target 1.1	<p>Increase in the number of students in year 5 achieving medium or high growth.</p> <p>2019 Result Writing Low = 33%, Medium = 33%, High = 33%</p> <p>2020 Goal Writing Low = 20%, Medium = 40%, High = 40%</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in writing for all students deemed capable at or above state means Year 3-increase from scaled score from 431 to 440 or above state means. Year 5-increase from scaled score from 464 to 490 at or above state means.</p> <p>NAPLAN Mean Score Grade 3: Reading 460 Writing 440 Spelling 430 Grammar & Punctuation 470 NAPLAN Mean Score Grade 5: Reading 525 Writing 470 Spelling 510 Grammar & Punctuation 515</p>
12 Month Target 1.2	<p>Decrease in the number of students in year 5 achieving low growth for spelling.</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in spelling for all students deemed capable at or above state means Year 3-increase from scaled score from 410 to 430 or above state means.</p>

	Year 5-increase from scaled score from 494 to 510 at or above state means. Percentage of students in the low growth category will decrease from 33% to under 25%.	
12 Month Target 1.3	Learning through peer observation from 82% positive endorsement to 85% •Seek Feedback to improve practice from 73% positive endorsement to 80% •Timetabled meetings to support collaboration from 82% endorsement 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build an in–depth understanding of the pedagogical content knowledge in literacy to support intellectual engagement and differentiation	Yes
KIS 2 Curriculum planning and assessment	Implement a whole school instructional model that promotes high quality teaching and learning in literacy	Yes
KIS 3 Building practice excellence	Build teacher capability to utilise a range of formative assessment strategies, including student feedback, to explicitly teach to each student’s point of need	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.	<p>The SIT team believes that continuing our focus on Excellence in Teaching and Learning is important and is always the focus of any school along with the need to address student's voice, agency and leadership, as we continue to develop our teaching model throughout the school. Chelsea PS will focus on knowledge building within the school and aligning teaching practices to the Principles of Practice, HITS strategies, and Literacy Tool kits. Chelsea PS is looking to expand observational practices and will develop and trial a Directive Coaching Model to further enhance teacher development and to embed high impact teaching strategies as common practice. We believe that the implementation of coaching, which links to VIC curriculum our school's scope & sequences and assessment practices will enable us to move from evolving to embedding in the building practice excellence area.</p> <p>The school is looking at the evidence base of The Writing Revolution and will move from a PM based writing structure to an evidence informed writing structure over the period of the next 12 months.</p> <p>The school has also identified that greater immersion in higher level reading can now be undertaken and will look to build in more domain specific reading opportunities and increase accountability around these reading structures over the next 12</p>	

	months. The school will be specifically looking at models aligned to research behind a Text Processing Perspective outlined in the reading research by Beck and McKeown (2006) and integrating with strategies from The Writing Revolution.
Goal 2	To improve student learning outcomes in Numeracy
12 Month Target 2.1	<p>Increase in the number of students in year 5 achieving medium or high growth.</p> <p>2019 Result Numeracy Low = 31%, Medium = 59%, High = 9 %</p> <p>2020 Goal Numeracy Low = 20%, Medium = 50% , High = 30%</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in numeracy for all students deemed capable at or above state means Year 3-increase from scaled score from 418 to 430 or above state means. Year 5-increase from scaled score from 489 to 500 at or above state means.</p> <p>NAPLAN Mean Score Grade 3: Numeracy 430 NAPLAN Mean Score Grade 5:Numeracy 500</p>
12 Month Target 2.2	Percentage of students in the top two NAPLAN bands in Year 5 will be 10 per cent or greater
12 Month Target 2.3	By the end of 2020 the alignment of teacher judgement data and NAPLAN data will be more consistent.
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	<p>Implement a whole school instructional model that promotes high quality teaching and learning in Numeracy</p> <p>Yes</p>

KIS 2 Building practice excellence	To building the numeracy teaching practice of all staff across the school through participation in the Primary Maths Specialist initiative	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.	<p>The SIT team believes that continuing our focus on Excellence in Teaching and Learning is important and is always the focus of any school along with the need to address student's voice, agency and leadership, as we continue to develop our teaching model throughout the school. Chelsea PS will focus on knowledge building within the school and aligning teaching practices to the Principles of Practice, HITS strategies, and Literacy Numeracy Tool kits.</p> <p>Chelsea PS is looking to expand observational practices and will develop and trial a Directive Coaching Model to further enhance teacher development and to embed high impact teaching strategies as common practice. We believe that the implementation of coaching, which links to VIC curriculum our school's scope & sequences and assessment practices will enable us to move from evolving to embedding in the building practice excellence area.</p> <p>Numeracy will come into sharper focus with the school looking to continue to align our literacy and numeracy practices. The school is part of the mathematics PMSS initiative; we will implement a mathematics support team to help gain further improvement in numeracy.</p> <p>To continue to develop the capacity of teachers to respond to data analysis with targeted teaching to increase learning growth in numeracy. To continue to refine the learning continuum to reflect response to cohort data.</p>	
Goal 3	To increase student voice and agency in learning	
12 Month Target 3.1	Increase in the percentage of students in the student voice & agency category in the AtoSS to 85% in 2020.	
12 Month Target 3.2	Reduce the percentage of students reporting bullying to 30% or under.	
12 Month Target 3.3	Increase the percentage response for Academic Emphasis to 85% or above for 2020.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Embed the high impact teaching strategies of Goal Setting, Questioning, Feedback and Metacognitive Strategies to enhance students' intellectual engagement and self-awareness	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.

Develop a whole-school understanding of the School Wide Positive Behaviour Support Framework. Further embed use within the classroom and across the whole school.

Leaders will:

- model positive and respectful relationships at all times
- have a strong knowledge of SWPBS
- regularly monitor implementation and effectiveness of SWPBS
- support staff to use effective classroom practices

Teachers will:

- understand what SWPBS is
- consistently implement SWPBS at all times
- model positive and respectful relationships
- develop individual plans to support students displaying Tier Two and tier Three behaviours

Students will:

- be able to identify the school expected behaviours
- be able to identify the SWPBS in action (e.g. specific examples in classes)

We are implementing the Zones of Regulation Program across the school throughout 2020.

The self-evaluation shows the school ranked as embedding: the school supports and manages behaviour and Attitudes to School data suggest that there can be improvement around the connection to teachers and perceived empathy of teachers.

Work in this area also creates an opportunity to build student voice, as the school has not had a consistent positive behaviour response for some time. Engaging the SRC and student body on ideas around what needs to be recognised and celebrated within the school can give the students a chance to create meaningful change within their school environment.

It also allows for meaningful discussion around the routines and learning environment we have created and for students to understand why specific routines and practices are essential in a safe learning environment and how it supports their learning and collect their thoughts and experience around this. Building a dialogue with students around the teaching model and positive behavioural responses could strengthen the Student Agency.

Define Actions, Outcomes and Activities

Goal 1	To improve student learning outcomes in Literacy
12 Month Target 1.1	<p>Increase in the number of students in year 5 achieving medium or high growth.</p> <p>2019 Result Writing Low = 33%, Medium = 33%, High = 33%</p> <p>2020 Goal Writing Low = 20%, Medium = 40%, High = 40%</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in writing for all students deemed capable at or above state means Year 3-increase from scaled score from 431 to 440 or above state means. Year 5-increase from scaled score from 464 to 490 at or above state means.</p> <p>NAPLAN Mean Score Grade 3: Reading 460 Writing 440 Spelling 430 Grammar & Punctuation 470 NAPLAN Mean Score Grade 5: Reading 525 Writing 470 Spelling 510 Grammar & Punctuation 515</p>
12 Month Target 1.2	<p>Decrease in the number of students in year 5 achieving low growth for spelling.</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in spelling for all students deemed capable at or above state means</p> <p>Year 3-increase from scaled score from 410 to 430 or above state means. Year 5-increase from scaled score from 494 to 510 at or above state means.</p> <p>Percentage of students in the low growth category will decrease from 33% to under 25%.</p>
12 Month Target 1.3	<p>Learning through peer observation from 82% positive endorsement to 85%</p> <ul style="list-style-type: none"> •Seek Feedback to improve practice from 73% positive endorsement to 80% •Timetabled meetings to support collaboration from 82% endorsement 85%

KIS 1 Building practice excellence	Build an in–depth understanding of the pedagogical content knowledge in literacy to support intellectual engagement and differentiation
Actions	<p>This year CPS has selected the following actions to support the KIS:</p> <ul style="list-style-type: none"> To continue to develop the capacity of teachers to respond to data analysis with targeted teaching to increase learning growth in Literacy. To continue to refine the learning continuum to reflect response to cohort data. Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Literacy Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Literacy Develop teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve Literacy outcomes through collaborative planning and assessment practices, including moderation.
Outcomes	<p>Executive Team will develop clear roles for Specialist Teachers to support the pedagogical model and responsiveness to data.</p> <p>Leaders will:</p> <ul style="list-style-type: none"> create a model to support reading comprehension development around 'text processing perspective' (Beck & McKeown, 2006). create models for writing based on evidenced based writing strategies. develop a learning plan for teachers to implement reading and writing strategies. embed Professional Development focus on EDI lesson development to reflect changes in content. coach teachers in analysing and responding to formative assessment in reading and writing. engage in further PD around assessment tools and goal setting particularly around growth targets. <p>Teachers will:</p> <ul style="list-style-type: none"> create EDI lessons that have improved sequencing and link to reviews to reflect new reading and writing strategies. identify students below and above level and target teaching. conduct observations and provide feedback on changes in reading and writing strategies. engage in professional development to build capacity to make changes identify students to focus on for high growth using enhanced skills in assessment analysis. <p>Students will:</p> <ul style="list-style-type: none"> Improve their decoding and language comprehension skills to comprehend increasingly sophisticated texts in a wide range of mediums and genres. Improve writing skills. Improve their understanding of how learning is assessed and actions to improve learning.

Success Indicators	<p>Model of reading comprehension teaching strategies will be developed. Reading comprehension model apparent in classrooms, coaching feedback and observations. Model of Writing strategies developed. Writing strategies model apparent in classrooms, coaching feedback and observations. Writing model apparent in curriculum Reading and writing improvement reflected in student work. Greater ability to set accurate growth targets and goals for individual students as well as cohorts of students.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Spelling Mastery Nessy Learning Program</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used
<p>Expose three teachers to MSL literacy teaching intervention. Structured Synthetic Phonics - Engage with international experts in literacy to develop train the trainer skills in the areas of RC, Vocabulary, Fluency, Phonics, Phonemic Awareness and Oral Language. Train new staff members in MSL Structured Synthetic Phonics.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used
<p>Employ one specialist teachers and engage them in a Directive Coaching Model to coach Explicit Direct Instruction teaching and whole class differentiation in reviews. Appoint extra support staff to allow Response to Intervention team to support Literacy intervention. Provide Literacy support training for teachers in every team to ensure Tier 1, 2 and 3 alignment.</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used
<p>Vertical team restructure, professional development and clear roles and targets to support Literacy/Numeracy, Review, Data and Inquiry Teams.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1</p>	<p>\$5,000.00</p>

<p>Engage with international experts in literacy to develop train the trainer skills in the areas of RC, Vocabulary, Fluency, Phonics, Phonemic Awareness and Oral Language. Train new staff members in MSL Structured Synthetic Phonics.</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
<p>Engage in professional development to understand the evidence base to support meta-cognition in reading, writing and numeracy.</p>	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Implement a whole school instructional model that promotes high quality teaching and learning in literacy			
Actions	<p>Chelsea Primary School has selected KIS b Implement a whole school instructional model that promotes high quality teaching and learning in literacy (CPA). This year, Chelsea PS has chosen the following Actions in order to deepen consistency of practice:</p> <p>Develop and implement a peer coaching model to support consistent implementation of the pedagogical model</p>			
Outcomes	<p>Executive Team will develop clear roles for Specialist Teachers to support the pedagogical model and responsiveness to data.</p> <p>Leaders will: create a model to support reading comprehension development around 'text processing perspective' (Beck & McKeown, 2006). create models for writing based on evidenced based writing strategies. develop a learning plan for teachers to implement reading and writing strategies. embed Professional Development focus on EDI lesson development to reflect changes in content. coach teachers in analysing and responding to formative assessment in reading and writing. engage in further PD around assessment tools and goal setting particularly around growth targets.</p> <p>Teachers will: create EDI lessons that have improved sequencing and link to reviews to reflect new reading and writing strategies.</p>			

	<p>identify students below and above level and target teaching. conduct observations and provide feedback on changes in reading and writing strategies. engage in professional development to build capacity to make changes identify students to focus on for high growth using enhanced skills in assessment analysis.</p> <p>Students will: -Improve their decoding and language comprehension skills to comprehend increasingly sophisticated texts in a wide range of mediums and genres. -Improve writing skills. -Improve their understanding of how learning is assessed and actions to improve learning.</p>			
<p>Success Indicators</p>	<p>Model of reading comprehension teaching strategies will be developed. Reading comprehension model apparent in classrooms, coaching feedback and observations. Model of Writing strategies developed. Writing strategies model apparent in classrooms, coaching feedback and observations. Writing model apparent in curriculum Reading and writing improvement reflected in student work. Greater ability to set accurate growth targets and goals for individual students as well as cohorts of students Roles and responsibilities description and meeting minutes outlining the work of the Literacy Curriculum Team, Numeracy Curriculum Team, Data Team and Inquiry Curriculum Team.Coaching and observation in Professional Development Plan with written reflections on the change in practice. Consistent and sequenced review materials on one drive and linked to LVC & Data. Time Tabled coaching and observation times evident in the school calendar. Documentation of consistent and sequential Literacy & Numeracy Curriculum. Consistent graphic organisers and metacognition scaffold evident throughout the school, eg graphic organisers targeting, summarising, comparing and contrasting, describing and visualisation etc. Literacy Response to Intervention: evidence of screening data, identification processes and support provided.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Writing Revolution Resources Text Processing Perspective Resources</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$5,000.00</p>

Spelling Mastery Nessy Learning Program	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Specialist Coaching and Leadership Days 0.8 to : create a model to reading comprehension developed around text processing research. create writing strategies based on evidenced based writing strategies. develop a learning plan for teachers to implement reading and writing strategies based on learning. embed Professional Development focus on EDI lesson development to reflect changes in content. coach teachers in analysing and responding to formative assessment in reading and writing.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Development during weekly meeting on explicit teaching of new content knowledge	<input checked="" type="checkbox"/> All Staff <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	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teacher Observations and coaching in reading and writing strategies	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve student learning outcomes in Numeracy			
12 Month Target 2.1	Increase in the number of students in year 5 achieving medium or high growth. 2019 Result Numeracy			

	<p>Low = 31%, Medium = 59%, High = 9 %</p> <p>2020 Goal Numeracy Low = 20%, Medium = 50% , High = 30%</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in numeracy for all students deemed capable at or above state means Year 3-increase from scaled score from 418 to 430 or above state means. Year 5-increase from scaled score from 489 to 500 at or above state means.</p> <p>NAPLAN Mean Score Grade 3: Numeracy 430 NAPLAN Mean Score Grade 5:Numeracy 500</p>
12 Month Target 2.2	Percentage of students in the top two NAPLAN bands in Year 5 will be 10 per cent or greater
12 Month Target 2.3	By the end of 2020 the alignment of teacher judgement data and NAPLAN data will be more consistent.
KIS 1 Curriculum planning and assessment	Implement a whole school instructional model that promotes high quality teaching and learning in Numeracy
Actions	<p>This year CPS has selected the following actions to support the KIS:</p> <p>To continue to develop the capacity of teachers to respond to data analysis with targeted teaching to increase learning growth in numeracy.</p> <p>Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Numeracy</p>
Outcomes	<p>Executive Team will develop clear roles for Specialist Teachers to support the pedagogical model and responsiveness to data.</p> <p>Leaders will:</p> <p>Facilitate Professional Development and create opportunities for observation, reflection and coaching including exposure to BWPS and other schools that have implemented EDI.</p> <p>Facilitate Professional Development opportunities for Numeracy whole school instructional model implementation.</p> <p>Provide direction and clarity of role for newly structured numeracy vertical teams</p> <p>Provide PD and coaching in Implementing Low variance curriculum numeracy & documented in their PLT's.</p> <p>Lead the implementation and evaluation of a Directive Coaching program to support HITS consistency and teacher development.</p> <p>PD staff to continue to improve content knowledge in Numeracy.</p>

	<p>Embed Professional Development focus on EDI lesson development to reflect changes in content. Coach teachers in analysing and responding to formative assessment numeracy. Engage in further PD around assessment tools and goal setting particularly around growth targets.</p> <p>Teachers will: Create EDI lessons that have improved sequencing and link to reviews to reflect new numeracy strategies. Identify students below and above level and target teaching. Continue to engage in professional development around High Impact Teaching Strategies. Continue to implement HITS and evidence-informed numeracy strategies. Use the online portal and toolkit to build to further support numeracy strategies. Build Numeracy content knowledge via readings, PD and shared practice. Engage in observation, reflection and coaching.</p> <p>Students will: Improve their automatically of number facts, basic skills and ability to engage in higher order thinking. Improve learning growth measured by a range of assessments including normed testing.</p>			
<p>Success Indicators</p>	<p>Success Indicators are evidence the Outcomes (changes in knowledge, skills or behaviours) have been achieved. Different evidence will be required depending on what the Outcome is, and whether the Outcome is displayed by a student, teacher or leader.</p> <p>Chelsea Primary School has identified the following Outcomes:</p> <p>Leaders will: use multiple sources of evidence to track peer coaching/pedagogical model implementation including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills</p> <p>Success Indicators could include: notes from leadership team meetings reflecting on progress; SIT meeting minutes; lesson plans and observation notes; notes from peer coaching; notes from learning walks.</p> <p>Teachers will: understand the structure of the pedagogical model; establish/improve peer coaching; skills; use the pedagogical model regularly to plan and deliver lessons</p> <p>Success Indicators could include: lesson plans; notes from peer coaching observations.</p> <p>Students will: be able to articulate the 'usual' structure of lessons</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>

Implementation of New Waves maths	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	To building the numeracy teaching practice of all staff across the school through participation in the Primary Maths Specialist initiative			
Actions	Participate in the Primary Maths Specialist initiative to build teacher's numeracy content knowledge.			
Outcomes	<p>Leaders will:</p> <p>Facilitate Professional Development and create opportunities for observation, reflection and coaching including exposure to BWPS and other schools that have implemented EDI.</p> <p>Facilitate Professional Development opportunities for Numeracy whole school instructional model implementation.</p> <p>Provide direction and clarity of role for newly structured numeracy vertical teams</p> <p>Provide PD and coaching in Implementing Low variance curriculum numeracy & documented in their PLT's.</p> <p>Lead the implementation and evaluation of a Directive Coaching program to support HITS consistency and teacher development.</p> <p>PD staff to continue to improve content knowledge in Numeracy.</p> <p>PD staff to improve content knowledge in Numeracy</p> <p>PMSS initiative</p> <p>Teachers will:</p> <p>Continue to engage in professional development around High Impact Teaching Strategies. Continue to implement HITS and evidence-informed numeracy strategies. Use the online portal and toolkit to build to further support numeracy strategies.</p> <p>Build Numeracy content knowledge via readings, PD and shared practice.</p> <p>Engage in observation, reflection and coaching.</p> <p>PMSS initiative</p> <p>Students will:</p> <p>Improve their automaticity of number facts, basic skills and ability to engage in higher order thinking.</p> <p>Improve learning growth measured by a range of assessments including normed testing.</p>			

Success Indicators	Roles and responsibilities description and meeting minutes outlining the work of the Numeracy Curriculum Team & the Data Team. Coaching and observation in Professional Development Plan with written reflections on the change in practice. Consistent and sequenced review materials on one drive and linked to LVC & Data. Time Tabled coaching and observation times evident in the school calendar. Documentation of consistent and sequential Numeracy Curriculum.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Vertical team restructure, professional development and clear roles and targets to support /Numeracy & Data. Engage with international experts in numeracy. Train new staff members in our whole school Explicit Instructional Model. Embed Numeracy knowledge from Booker and Dr Stephen Norton & resources and expertise from PMSS initiative.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Employ one specialist teachers and engage them in a Directive Coaching Model to coach Explicit Direct Instruction teaching and whole class differentiation in reviews.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Engage in professional development to understand the evidence base to numeracy.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	To increase student voice and agency in learning			
12 Month Target 3.1	Increase in the percentage of students in the student voice & agency category in the AtoSS to 85% in 2020.			
12 Month Target 3.2	Reduce the percentage of students reporting bullying to 30% or under.			
12 Month Target 3.3	Increase the percentage response for Academic Emphasis to 85% or above for 2020.			

KIS 1 Intellectual engagement and self-awareness	Embed the high impact teaching strategies of Goal Setting, Questioning, Feedback and Metacognitive Strategies to enhance students' intellectual engagement and self-awareness
Actions	Develop whole school understanding of Positive Support including Child Safe Practices and Mandatory Reporting.
Outcomes	<p>Leaders will:</p> Facilitate Positive Behaviour Support professional development - and the link to the RTI model in literacy and numeracy. Explicitly outline the link between HITS and Positive Behaviour Routines and use knowledge to foster greater relationships with students throughout the school. Lead the implementation of Positive Behaviour Support strategies and processes throughout the school. Expand support teams to include positive behaviour support staff to help implement Tier 2 and Tier 3 responses. Communicate changes and expectations with parents and wider community. <p>Teachers will:</p> Engage in professional development in Positive Behaviour Support. Have one staff member per team become part of the well being team. Follow data collation and response processes. Implement positive behaviour support routines in their classroom. Feel much more confident in responding to behaviours of concern. <p>Students will:</p> Engage in Positive Behaviour Support Routines. Engage in Respectful relationships learning, mindfulness and gratitude activities Improve their understanding of self regulation and respect for diversity. Participate in developing shared norms and expectations around learning behaviours and healthy relationships at the school. Participate in the development of rewards and consequences to reinforce agreed norms.
Success Indicators	Wellbeing team established that meets regularly. All staff trained in all three DET modules supporting Positive Behaviour Support and understand the alignment of the learning and Chelsea PS practices from Tier 1, Tier 2 and Tier 3. Clear identification processes for students needing Behaviour Support and Intervention using data captured by compass.

	<p>Increase in Behaviour Support Plans and clear links to ILP and teacher planning. Behaviour Support Planning included in Performance and Development Plans. Utilise compass to more effectively capture data that aligns to Positive Behaviour Support processes.</p> <p>Increase ATSS Positive Response Score in the area of Increase in the percentage of students in the student voice & agency to 85% in 2019. . Reduce negative responses in Student Voice and Agency. Advocate at School to 80%, Managing Bullying to 80% and Respect for Diversity to 80%.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Facilitate Professional Development in Positive Behaviour Support for all staff and include this requirement as part of the Performance and Development Process.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Establish a wellbeing team that meets fortnightly to analyse data collected via compass and identify/monitor students requiring Tier 2 and Tier 3 behaviour support. Expand RTI team to be able to implement tier 1 and tier 2 behaviour responses.	<input checked="" type="checkbox"/> All Staff <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"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Utilise wellbeing team to oversee Policy amendments, process documentation and the increase of effective use of Behaviour Support Plans, ILP's and data collation to inform evidence based interventions.	<input checked="" type="checkbox"/> All Staff <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	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$42,000.00	\$8,000.00
Additional Equity funding	\$10,000.00	\$1,000.00
Grand Total	\$52,000.00	\$9,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Spelling Mastery Nessy Learning Program	from: Term 1 to: Term 4		\$5,000.00	\$1,000.00
Expose three teachers to MSL literacy teaching intervention. Structured Synthetic Phonics - Engage with international experts in literacy to develop train the trainer skills in the areas of RC, Vocabulary, Fluency, Phonics, Phonemic Awareness and Oral Language. Train new staff members in MSL Structured Synthetic Phonics.	from: Term 1 to: Term 4		\$1,000.00	\$1,000.00
Employ one specialist teachers and engage them in a Directive Coaching Model to coach Explicit Direct Instruction teaching and whole class differentiation in reviews. Appoint extra support staff to allow Response to Intervention team to support Literacy intervention.	from: Term 1 to: Term 4		\$1,000.00	\$1,000.00

Provide Literacy support training for teachers in every team to ensure Tier 1, 2 and 3 alignment.				
Writing Revolution Resources Text Processing Perspective Resources Spelling Mastery Nessy Learning Program	from: Term 1 to: Term 4		\$5,000.00	\$1,000.00
Specialist Coaching and Leadership Days 0.8 to : create a model to reading comprehension developed around text processing research. create writing strategies based on evidenced based writing strategies. develop a learning plan for teachers to implement reading and writing strategies based on learning. embed Professional Development focus on EDI lesson development to reflect changes in content. coach teachers in analysing and responding to formative assessment in reading and writing.	from: Term 1 to: Term 4		\$10,000.00	\$1,000.00
Professional Development during weekly meeting on explicit teaching of new content knowledge	from: Term 1 to: Term 4		\$10,000.00	\$1,000.00
Implementation of New Waves maths	from: Term 1 to: Term 4		\$5,000.00	\$1,000.00
Engage in professional development to understand the evidence base to numeracy.	from: Term 1 to: Term 4		\$5,000.00	\$1,000.00
Totals			\$42,000.00	\$8,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Intervention teaching role.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$1,000.00
Totals			\$10,000.00	\$1,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Spelling Mastery Nessy Learning Program	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Expose three teachers to MSL literacy teaching intervention. Structured Synthetic Phonics - Engage with international experts in literacy to develop train the trainer skills in the areas of RC, Vocabulary, Fluency, Phonics, Phonemic Awareness and Oral Language. Train new staff members in MSL Structured Synthetic Phonics.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> 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"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>Employ one specialist teachers and engage them in a Directive Coaching Model to coach Explicit Direct Instruction teaching and whole class differentiation in reviews. Appoint extra support staff to allow Response to Intervention team to support Literacy intervention. Provide Literacy support training for teachers in every team to ensure Tier 1, 2 and 3 alignment.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Vertical team restructure, professional development and clear roles and targets to support Literacy/Numeracy, Review, Data and Inquiry Teams. Engage with international experts in literacy to develop train the trainer skills in the areas of RC, Vocabulary, Fluency, Phonics, Phonemic Awareness and Oral Language. Train new staff members in MSL Structured Synthetic Phonics.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Engage in professional development to understand the evidence base to support meta-cognition in reading, writing and numeracy.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Team Leader(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student Achievement Manager 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Writing Revolution Resources Text Processing Perspective Resources Spelling Mastery Nessy Learning Program</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <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"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Regional Leadership Conferences		
Specialist Coaching and Leadership Days 0.8 to : create a model to reading comprehension developed around text processing research. create writing strategies based on evidenced based writing strategies. develop a learning plan for teachers to implement reading and writing strategies based on learning. embed Professional Development focus on EDI lesson development to reflect changes in content. coach teachers in analysing and responding to formative assessment in reading and writing.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional Development during weekly meeting on explicit teaching of new content knowledge	<input checked="" type="checkbox"/> All Staff <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"/> 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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Teacher Observations and coaching in reading and writing strategies	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implementation of New Waves maths	<input checked="" type="checkbox"/> All Staff <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"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Numeracy Leader					
<p>Vertical team restructure, professional development and clear roles and targets to support /Numeracy & Data. Engage with international experts in numeracy. Train new staff members in our whole school Explicit Instructional Model. Embed Numeracy knowledge from Booker and Dr Stephen Norton & resources and expertise from PMSS initiative.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
<p>Employ one specialist teachers and engage them in a Directive Coaching Model to coach Explicit Direct Instruction teaching and whole class differentiation in reviews.</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Engage in professional development to understand the evidence base to numeracy.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Facilitate Professional Development in Positive Behaviour Support for all staff and include this requirement as part of the Performance and Development Process.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Establish a wellbeing team that meets fortnightly to analyse data collected via compass and identify/monitor students requiring Tier 2 and Tier 3 behaviour support. Expand RTI team to be able to implement tier 1 and tier 2	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

behaviour responses.	<input checked="" type="checkbox"/> Learning Specialist(s)				<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Utilise wellbeing team to oversee Policy amendments, process documentation and the increase of effective use of Behaviour Support Plans, ILP's and data collation to inform evidence based interventions.	<input checked="" type="checkbox"/> All Staff <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"/> Collaborative Inquiry/Action Research team	<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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site