

2019 Annual Implementation Plan

for improving student outcomes

Moonee Ponds Primary School (3987)



Submitted for review by Matthew Bott (School Principal) on 21 January, 2019 at 02:33 PM
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 12 March, 2019 at 01:47 PM
Endorsed by Scott Cutler (School Council President) on 14 March, 2019 at 09:05 PM

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	<p>The self-evaluation against the FISO continua of practice shows a strong foundation in terms of positive climate for learning, excellence in teaching and learning, professional leadership and community engagement in learning. Overall out of the six dimensions identified as high-impact improvement initiatives, the school is assessed as evolving moving towards embedding in five of these dimensions.</p> <p>The self-evaluations reflects the positive impact of professional learning and capacity building of staff in terms of building practice excellence, curriculum planning and assessment, evidence-based high-impact teaching strategies and building leadership teams. The next steps in this work is shifting the focus from teacher learning to student learning by further developing high-quality, consistent, and responsive curriculum, instruction, assessment and feedback practices, through the work of PLCs and the FISO improvement cycle with the student at the centre.</p>
Considerations for 2019	<p>2019 will be the first year of our new School Strategic Plan (SSP). The self-evaluation of the FISO continua of practice is consistent with the recommendations made through our School Review process (include our pre-review self evaluation). The focus for our SSP is further developing these dimensions with a focus of student learner agency. This will place students at the centre of their learning.</p>

	<p>We will focus on maximising the learning growth for every student with an initial emphasis on Reading. This will be reflected through our PLC work and building a culture of authentic curriculum, instruction and assessment based around and responsive to the needs of our learners. This will include implementation of the inquiry cycle in teams to support effective differentiation within our lessons.</p> <p>We will further develop students who are actively engaged in and connected to their learning. This will be developed through effective feedback processes and an emphasis on learner strategies (nine high-yield strategies) and teacher strategies (high impact teaching strategies) to engage the learner authentically throughout their schooling.</p> <p>We will continue to develop respectful and resilient students who display growth mindsets. This will be developed through drawing together the student wellbeing and engagement practices implemented across the school, building pedagogical understanding around these strategies and practices, and articulating a framework that outlines our approach to supporting students with their health, wellbeing and learning outcomes.</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
To improve achievement and optimise the learning growth of every student.	Yes	Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading.	Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading.
		By 2022, the percentage of Year 5 students assessed as making medium or high relative learning gain in NAPLAN Reading will increase to ≥ 80 per cent.	The percentage of Year 5 students assessed as making medium or high relative learning gain in NAPLAN Reading will increase to ≈ 80 per cent.
		By 2022 80% of Year 3 students in the top two bands in Naplan Reading will remain (as a matched cohort) in the top two Bands at Year 5.	80% of Year 3 students in the top two bands in Naplan Reading will remain (as a matched cohort) in the top two Bands at Year 5.
To create empowered learners who are actively engaged in and connected to their learning.	Yes	By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student	The percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or

		<p>Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):</p> <p><u>Learner characteristics and dispositions domain</u></p> <ul style="list-style-type: none"> • Learning confidence/sense of confidence • Self-regulation and goal setting <p><u>Social engagement domain</u></p> <ul style="list-style-type: none"> • Student Voice and agency 	<p>above 85-90 per cent (percentage endorsement):</p> <p>Learner characteristics and dispositions domain Learning confidence/sense of confidence Self-regulation and goal setting</p> <p>Social engagement domain Student Voice and agency</p>
		<p>By 2022 the percentage of parents responding positively to the following measures contained in the student <u>Parent Survey</u> to be at or above 85 per cent (percentage endorsement):</p> <p><u>Student cognitive engagement domain</u></p> <ul style="list-style-type: none"> • Student motivation and support <p><u>Student Development domain</u></p> <ul style="list-style-type: none"> • Student agency and voice • Confidence and resiliency skills 	<p>The percentage of parents responding positively to the following measures contained in the student Parent Survey to be at or above 85 per cent (percentage endorsement):</p> <p>Student cognitive engagement domain Student motivation and support</p> <p>Student Development domain Student agency and voice Confidence and resiliency skills</p>
<p>Continue to develop respectful and resilient students who display growth mindsets and behaviours and</p>	<p>Yes</p>	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student</p>	<p>The percentage of Year 4-6 students responding positively to the following measures contained in the student</p>

attitudes that reflect the MPPS values.		<p>Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):</p> <p><u>Learner characteristics and dispositions domain</u></p> <ul style="list-style-type: none"> • Resilience <p><u>Social engagement domain</u></p> <ul style="list-style-type: none"> • Sense of inclusion <p><u>School Safety</u></p> <ul style="list-style-type: none"> • Respect for diversity 	<p>Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):</p> <p>Learner characteristics and dispositions domain Resilience</p> <p>Social engagement domain Sense of inclusion</p> <p>School Safety domain Respect for diversity</p>
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Goal 1	To improve achievement and optimise the learning growth of every student.	
12 Month Target 1.1	Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading.	
12 Month Target 1.2	The percentage of Year 5 students assessed as making medium or high relative learning gain in NAPLAN Reading will increase to =80 per cent.	
12 Month Target 1.3	80% of Year 3 students in the top two bands in Naplan Reading will remain (as a matched cohort) in the top two Bands at Year 5.	
Key Improvement Strategies	Is this KIS selected for focus this year?	

KIS 1 Curriculum planning and assessment	Consistently embed the school differentiated approach to curriculum, assessment and instruction [with an initial AIP emphasis on Reading] (FISO area- Curriculum Planning & Assessment and Evidence Based High Impact teaching Strategies).	Yes
KIS 2 Building practice excellence	Implement the PLC evidence-based inquiry approach and other FISO supports to collaboratively build staff capacity to embed the differentiated approach [eg, observation, practice principles, providing feedback and incentives for staff to continuously improve their practice and the performance of their students] (FISO area- Building Practice Excellence and Evaluating Impact on Learning)	Yes
KIS 3 Building leadership teams	Continue to build instructional leadership capacity to guide, support and direct improvement in teacher practice and student outcomes (FISO area- Building Leadership Teams and Instructional Shared 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.	The key academic focus for School Strategic Plan 2019-22 is that all students achieve more than a year's growth in 12 months. The self-evaluation process identified a percentage of students who were not achieving 12 months growth. Interestingly the students that are not achieving the growth is spread across at, below and above expected achievement (levels). The initial focus for this first year of our strategic plan will be on maximising the learning growth for every student with an emphasis on Reading and developing teacher capacity in the reading curriculum, and reading instruction and assessment practices. We will improve the learning growth of all students through the effective implementation of the Professional Learning Communities (PLC) pedagogy based around and responsive to the needs of our learners. This will include implementation of the inquiry cycle in teams to support effective differentiation within our lessons. There will be an explicit focus on furthering our work on the GANAG instructional model (with Prof. Jane Pollock) and high impact teaching strategies to improve student outcomes.	
Goal 2	To create empowered learners who are actively engaged in and connected to their learning.	
12 Month Target 2.1	The percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement): Learner characteristics and dispositions domain Learning confidence/sense of confidence Self-regulation and goal setting Social engagement domain Student Voice and agency	

<p>12 Month Target 2.2</p>	<p>The percentage of parents responding positively to the following measures contained in the student Parent Survey to be at or above 85 per cent (percentage endorsement):</p> <p>Student cognitive engagement domain Student motivation and support</p> <p>Student Development domain Student agency and voice Confidence and resiliency skills</p>
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Curriculum planning and assessment</p>	<p>Continue to activate student voice, leadership and agency in their learning (FISO area- Curriculum Planning & Assessment and Empowering Students)</p> <p>Yes</p>
<p>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>	<p>The school has had significant improvement in terms of the following three high-impact improvement initiatives: building practice excellence, curriculum planning and assessment and building leadership teams. The focus for the next four years is further developing these dimensions with a focus of student learner agency. This will place students at the centre of their learning. This will be achieved through the development of effective feedback processes and an emphasis on learner strategies (nine high-yield strategies) and teacher strategies (high impact teaching strategies) to engage the learner authentically throughout their schooling.</p>
<p>Goal 3</p>	<p>Continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the MPPS values.</p>
<p>12 Month Target 3.1</p>	<p>The percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):</p> <p>Learner characteristics and dispositions domain Resilience</p> <p>Social engagement domain Sense of inclusion</p>

	School Safety domain Respect for diversity	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Develop and implement a coherent whole-school approach to student health, wellbeing and inclusion (FISO area- Positive Climate for Learning)	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 addition to developing student learner agency in Reading, we will continue to develop respectful and resilient students who display growth mindsets. This will be developed through drawing together the student wellbeing and engagement practices implemented across the school, building pedagogical understanding around these strategies and practices, and articulating a framework that outlines our approach to supporting students with their health, wellbeing and learning outcomes. The initial focus for this first year of the strategic plan will be on developing self-regulation strategies for students and ensuring consistency and alignment with the teaching of mindfulness across the school, implementation of weekly Rights, Resilience and Respectful Relationships program and tools such as the zones of regulation.	

Define Actions, Outcomes and Activities

Goal 1	To improve achievement and optimise the learning growth of every student.
12 Month Target 1.1	Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading.
12 Month Target 1.2	The percentage of Year 5 students assessed as making medium or high relative learning gain in NAPLAN Reading will increase to =80 per cent.
12 Month Target 1.3	80% of Year 3 students in the top two bands in Naplan Reading will remain (as a matched cohort) in the top two Bands at Year 5.
KIS 1 Curriculum planning and assessment	Consistently embed the school differentiated approach to curriculum, assessment and instruction [with an initial AIP emphasis on Reading] (FISO area- Curriculum Planning & Assessment and Evidence Based High Impact teaching Strategies).
Actions	<p>Develop teacher knowledge and understanding of all forms of literacy through professional learning.</p> <p>Develop teacher knowledge and capacity for the planning, teaching, assessing and documenting of the reading curriculum through the professional learning communities (PLC) work in year level teams.</p> <p>Develop teacher knowledge and capacity for implementing a consistent and differentiated reading block structure and assessment schedule through the PLC inquiry cycle and targeted coaching.</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Engage in a curriculum that is responsive to the needs of their cohort as a result of authentic assessment. Experience high quality teaching and learning consistent with students in other classes across the year level. Work within their Zone of Proximal Development (ZPD) in guided reading/teaching groups. Be working at various entry points - all able to engage with the goals and have a sense of achievement Feel positive about wherever they are at and confident in themselves as readers and learners. Recognise reading in all areas of the curriculum and make links between their reading, writing and speaking. Realise the links between their learning and reading and understanding the purpose/why they are learning. <p>Teachers will:</p> <ul style="list-style-type: none"> Have a shared understanding of the teaching and learning of reading at MPPS. Demonstrate high impact teaching strategies and authentic implementation of GANAG lesson structure within the teaching and learning context of Reading. Adhere to a school wide consistent assessment schedule.

	<p>Consistently collect and analyse data, and have agreed protocols for collecting, sharing and analysing this data. Demonstrate collective efficacy and collective responsibility through a collective approach to knowing and responding to cohort needs, shared planning and teaching across year levels and collaborating with other year levels about students below and above their year levels Use pre-assessment data to guide/change planning documents so point of need teaching is ensured Plan lessons that make links between writing, reading and speaking Will make the links between reading and other curriculum areas Meet regularly to discuss student growth</p> <p>School leaders will: Respond to professional learning needs of staff through targeted professional learning activities, the meeting schedule/agenda and PDP. Meet regularly with team leaders and learning area leaders to provide feedback and monitor curriculum planning and coaching.</p>			
Success Indicators	<p>Student Assessment Continuums (data tracking tool) and NAPLAN growth and top 2 bands data (Panorama dashboard) Professional Development Plan end of cycle meetings (review goals, strategies and outcomes) Classroom Observations and Learning walks Assessment Schedule (including F & P growth tracking of all students) Meeting structure: Staff meetings, Curriculum Days and PLC (professional learning agendas and minutes) Staff collaboration and communication through the OneNote - planning documents, co-constructed resources, assessment tasks, notes.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review and update the literacy expectations with an explicit focus on reading	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement Professional Learning (including professional reading) - Teaching and Learning of Reading as part of the school meeting structure (including curriculum days)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Review the MPPS assessment schedule (focus on reading) and finalise agreed practices	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Literacy leader to support PLTs in improving the planning, teaching, assessing and documenting of the reading curriculum: coaching timetable developed with teachers (3 hrs per week) including time for structured feedback (1 hr per week)	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Develop literacy planners that include differentiation for student needs based on data and linked to standards above and below expected as appropriate	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop weekly planners that show students grouped according to their scheduled targeted teaching (guided reading groups and teaching focus) and ZPD	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Tracking Fountas and Pinnell reading levels once a term on assessment software (eg. Student Performance Analyser: SPAplatform)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Learning walks implemented to monitor, assess and respond to efficacy and consistency of reading instruction (differentiation) across the school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Reading Support Program - Prioritised weekly literacy support for students working 12 months or more below expected in years 1 to 6 (3 hours a week).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Assessment records - track student learning goals and targets/(RR, F&P, Cafe, Conference notes, GR/GT records)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Implement the PLC evidence-based inquiry approach and other FISO supports to collaboratively build staff capacity to embed the differentiated approach [eg, observation, practice principles, providing feedback and incentives for staff to continuously improve their practice and the performance of their students] (FISO area- Building Practice Excellence and Evaluating Impact on Learning)			
Actions	Develop teacher knowledge and capacity to use collaborative practices that will have a positive impact on learning outcomes Implement the PLC evidence-based inquiry approach with an initial focus on improving student outcomes in Reading.			
Outcomes	<p>Students will: be supported at their point of need with targeted teacher and learner strategies to maximise their growth</p> <p>Teachers will: participate in developing inquiry cycles based on collected data with an agreed focus work through the inquiry process with a focus on collective efficacy, collective responsibility and high expectations for all to use data to assess learning impact and build capacity in curriculum and assessment, and instructional and pedagogical content practices be reflective and open to giving and receiving feedback and participate in collegiate visits, learning walks, coaching and classroom observations actively engage in professional learning including professional reading, coaching and DET resources be prepared for PLT meetings and actively contribute to team planning and inquiry cycle planning maintain a data collection system (to record and track student assessment - including F&P, conference notes, guided teaching notes and live scoring) contribute to a culture of trust, quality relationships and individual and collective accountability</p> <p>PLC instructional leaders: lead teams of teachers and build their capacity to use collaborative practices that will have a positive impact on learning outcomes</p>			

	<p>develop and embed a shared team vision and commitment to ambitious goals and targets for student and teacher learning focus their teams on using an inquiry cycle to measure the impact of their teaching and identify areas for professional learning support their teams to collect and analyse multiple sources of data to assess learning impact and build capacity in curriculum and assessment, and instructional and pedagogical content practices adhere to inquiry cycle schedules - keep the momentum going, and plan for and facilitate PLT meetings, including the use of protocols to support data analysis and teacher reflection and professional learning drive a culture of trust, quality relationships and individual and collective accountability</p>			
Success Indicators	<p>Student Assessment Continuums (data tracking tool) and NAPLAN growth data (Panorama dashboard) Professional Development Plan end of cycle meetings (review goals, strategies and outcomes) Collegiate visits reflections. Classroom Observations and Learning walks Meeting structure: Staff meetings, Curriculum Days and PLC (professional learning agendas, minutes and PLC inquiry data sets) Staff collaboration and communication through the OneNote - planning documents, co-constructed resources, assessment tasks, notes.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Appointing PLC instructional leaders to lead professional learning teams	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement PLC inquiry cycle as part of the PLT meeting schedule.	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning as part of curriculum days and the meeting schedule regarding the PLC collaborative practices through DET resources including the PLC guide, PLC maturity matrix, Practice Principles and Evaluate the Impact of your Teaching Toolkit.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

All staff plan for and participate in Observing to Learn classroom observation strategies (as outlined in the MPPS T&L framework) as a tool for self-reflection and improved teaching and learning practices. This includes collegiate visits (once a term) as part of the meeting schedule.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PLC instructional leaders develop Vision for Learning/Purpose statements with their team and the protocols that frame how they can work effectively together throughout the year.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building leadership teams	Continue to build instructional leadership capacity to guide, support and direct improvement in teacher practice and student outcomes (FISO area- Building Leadership Teams and Instructional Shared Leadership)			
Actions	PLC instructional leaders to build their capacity to lead teams effectively, including using a consistent and structured cycle of evidence-based curriculum planning. Develop the knowledge and capacity of instructional coaches to lead improvement in teaching and learning Continue to strengthen and develop the leadership team and the leadership capacity of staff.			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> Know the focus of meetings each week and come prepared with evidence of student learning Consistent approach from teams around collection and analysis of data Know how to access supports to improve student learning Adapt planning to respond to data and student needs Feel confident to know next step for each student in learning Actively engage in team/staff discussion of student learning and teacher practice Give and receive feedback on learning for students and teachers Use consistent assessment practices Reflect on and evaluate Demonstrate open attitude to engaging with collegiate visits, coaching, reflecting and feedback conversations Set goals for students and for own teaching/team PDP goals aligned with school goals/focused Ensure a focus on purposeful use of time to drive CIAF <p>Leaders will:</p>			

	<p>Drive PLC inquiry cycle in year level PLC teams - unpack what this is and how it will be applied within our school context</p> <p>Lead team meetings with a focus on working through stages of PLC inquiry</p> <p>Provide coaching support to assist teachers/teams on this work</p> <p>Facilitate data analysis</p> <p>Model instructional practice across different areas in own classroom and supporting other teachers in team</p> <p>Participate in Collegiate visits with a focus on instruction and teacher practice</p> <p>Engage in learning walks to gain knowledge of teacher practice across team</p> <p>Liaise between the year levels with a focus on consistency (CIAF)</p> <p>Support PDP goals and this process to support the work</p> <p>Build own knowledge of HITS and Practice Principles</p> <p>Undertake professional reading and development (Balanced Leadership, Feedback, DET Resources etc.)</p>			
Success Indicators	<p>Student Assessment Continuums (data tracking tool) and NAPLAN growth data (Panorama dashboard)</p> <p>Professional Development Plan end of cycle meetings (review goals, strategies and outcomes)</p> <p>Collegiate visits reflections.</p> <p>Classroom Observations and Learning walks</p> <p>Meeting structure: Leadership and Coaches meetings, Staff meetings, Curriculum Days and PLC (professional learning agendas, minutes and PLC inquiry data sets)</p> <p>Staff collaboration and communication through the OneNote - planning documents, co-constructed resources, assessment tasks, notes.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review Observing to Learn documentation (this includes collegiate visits and learning walk protocols).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop MPPS coaching expectations document as part of MPPS teaching and learning framework.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Maintain (continue to update as appropriate) the Teaching and Learning Framework including the resource section on the MPPS Staff Collaboration OneNote and the School Website.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Instructional Coaches to attend Monash Coaching Skills for Instructional Leaders course (\$695 pp + CRT)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,485.00 <input type="checkbox"/> Equity funding will be used
Leadership Team to attend MCREL Balanced Leadership professional learning. (\$12000 +CRT x 4 days) - (5 PLC instructional leaders (including specialist PLT), 2 coaches, 1x learning specialist)	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$24,800.00 <input type="checkbox"/> Equity funding will be used
Meeting schedule to support collective efficacy, shared responsibility and trust of leadership team as a school improvement team (leadership meetings, coaches meetings, professional learning, leadership days).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ongoing support from the Numeracy Consultant to build the instructional leadership capacity of the numeracy leader.	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
PLC Instructional Leaders to attend leading literacy course through Moonee Valley Network Communities of Practice. (MW, LH, CR x 5 days CRT each)	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used

Learning walks implemented to monitor, assess and respond to efficacy and consistency of instruction across the school.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To create empowered learners who are actively engaged in and connected to their learning.			
12 Month Target 2.1	<p>The percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):</p> <p>Learner characteristics and dispositions domain Learning confidence/sense of confidence Self-regulation and goal setting</p> <p>Social engagement domain Student Voice and agency</p>			
12 Month Target 2.2	<p>The percentage of parents responding positively to the following measures contained in the student Parent Survey to be at or above 85 per cent (percentage endorsement):</p> <p>Student cognitive engagement domain Student motivation and support</p> <p>Student Development domain Student agency and voice Confidence and resiliency skills</p>			
KIS 1 Curriculum planning and assessment	Continue to activate student voice, leadership and agency in their learning (FISO area- Curriculum Planning & Assessment and Empowering Students)			
Actions	<p>Define Student Voice, Agency and Leadership (this includes having it documented)</p> <p>Ensure that students have input into curriculum decisions</p> <p>Connect curriculum to real world problems - embedding problem solving and thinking skills within the GANAG lesson structure</p> <p>Develop students' learner agency through authentic feedback and goal setting processes</p> <p>Deepen understanding of how to implement effective classroom observation and feedback</p>			

	<p>Increase understanding of how student perception surveys can contribute to improving the quality of teaching Leverage digital technologies as a tool for increasing student engagement and learner agency</p>
<p>Outcomes</p>	<p>Students will: Be able to articulate the goals of each lesson and how they know if they have successfully achieved them. Know and understand what their current level of achievement is (where they are up to in their learning/scoring) and have ownership and clarity over their future learning goals (know the learning progression/where to next in their learning) Engage with high yield strategies in a lesson Know ways to seek and use feedback other than solely from the teacher Drive their own learning - they know the work, they are confident they can do it or will have the help they need (through strategies and support). Be able to make informed decisions about their entry point into lessons based on learning goals and move between tasks where appropriate Engage in accountable talk to peer and self assess and challenge ideas and ask questions that direct their own learning Be able to articulate feedback and engage with different forms of feedback Be curious, excited and active problem solvers in their learning</p> <p>Teachers will: Differentiate their teaching based on assessment and student interaction with the goal (feedback for instruction) Plan curriculum aligned with GANAG Instructional Model and embed the nine high yield learner strategies Implement a consistent approach to students' recording their learning goals (goal books) Respond to and provide feedback to students Understand the progression of learning Be explicit with students to allow them to understand how to assess and make decisions (within context) about their learning Teach accountable talk and how to have a voice that allows them to lead learning Be curious, excited and provide authentic opportunities for students to engage in problem solving and develop learner agency</p> <p>School leaders will: Implement leadership learning walks as a feedback tool to compare change in practise over the year and identify future support/action needed for continued improvement.</p>
<p>Success Indicators</p>	<p>Student, School Staff and Parent Opinion survey data (Panorama) Student forums Classroom Observations and Learning walks Coaching reflections Professional Development Plan end of cycle meetings (review goals, strategies and outcomes) Meeting structure: Leadership and Coaches meetings, Staff meetings, Curriculum Days and PLC (professional learning agendas,</p>

	minutes and PLC inquiry data sets) Staff collaboration and communication through the OneNote - planning documents, co-constructed resources, assessment tasks, notes.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Define and document Student Voice, Agency and Leadership and what this looks like at MPPS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Lesson Goals (GANAG) - developing consistent approach to understanding and effort scoring across the school. Ensuring these are explicit and documented for teachers and students	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Further teacher professional learning with Professor Jane Pollock on the GANAG Instructional Model, high yield strategies and thinking skills with a focus on the role of the student in the learning. * introduction to GANAG focus sessions * intermediate GANAG focus sessions * leadership Thinking Skills train the trainer sessions	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Students develop (with support of teacher) individual learning goals (initially in reading, then writing and numeracy) based on a known progression of learning as part of conferences/teaching group feedback.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning specialist coaching and Professional Learning to support PLTs in improving the instructional practices of teachers with the	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

lens of the GANAG instructional framework (including the nine-high yield strategies), feedback and high impact teaching strategies: coaching timetable developed with teachers (5 hrs per week) including time for structured feedback (1 hr per week)			to: Term 4	<input type="checkbox"/> Equity funding will be used
Audit the use of digital technologies in the curriculum as engagement, critical thinking and problem solving tool. Develop teacher knowledge and capacity to implement digital technologies as a way to leverage learner agency.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review curriculum planners with a focus on auditing (professional practice days and planning week): * nine high-yield learner strategies * thinking skills * problem solving (numeracy) * opportunities for practice/application of new information	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Numeracy leader to support PLTs in improving the planning, teaching, assessing and documenting of the numeracy curriculum: coaching timetable developed with teachers (3 hrs per week) including time for structured feedback (1 hr per week)	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input type="checkbox"/> Equity funding will be used
Anchor charts - feedback (explicit) Teachers create anchor charts and explicitly support students understanding of feedback and the role of student, teacher, parent in the feedback/improvement cycle.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning walks implemented to monitor, assess and respond to efficacy and consistency of instruction (GANAG & 9HYS, feedback, HITS) across the school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Student forums/feedback once a term to measure impact and identify areas for improvement in terms of learner agency. Develop tool/questions/cues to be used for this purpose.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teams investigate and develop system for students to record and track their individual learning goals and feedback tools (eg. Goal books).	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the MPPS values.			
12 Month Target 3.1	The percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement): Learner characteristics and dispositions domain Resilience Social engagement domain Sense of inclusion School Safety domain Respect for diversity			
KIS 1 Setting expectations and promoting inclusion	Develop and implement a coherent whole-school approach to student health, wellbeing and inclusion (FISO area- Positive Climate for Learning)			
Actions	Define what a respectful/ resilient student is. Define what Growth Mindset is and how to use one.			

	<p>Investigate research based approaches to student health, wellbeing and inclusion/ Audit wellbeing and engagement approaches against wellbeing framework (PSWB or Kids Matter)</p> <p>Implement the zones of regulation</p> <p>Implement mindfulness curriculum across the school</p> <p>Implement the Rights, Resilience and Respectful Relationships program</p> <p>Ensure feedback structures in place across the school (Smile at Play time/???? Yr 3-6)</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> Live the school values and display a growth mindset Be confident, happy and resilient learners Feel accepted by their teacher, the staff and their peers Apply management strategies to problem solve socially, personally and in terms of their learning. Have pride in the school, their learning, be generous and show gratitude Practice mindfulness as a strategy to self-regulate, support their readiness for learning and learn from experiences Apply the zones of regulation as a strategy for identifying and applying strategies to manage their emotions <p>Teachers will:</p> <ul style="list-style-type: none"> Assist students to problem solve issues or dilemmas Use anchor charts to guide student thinking (problem solving steps, zones of regulations, mindfulness prompts, growth mindset) Have high expectations for student behaviour - consistent and agreed upon practices across the team Follow up and have a preventative approach to supporting student needs Be intentional, be supportive, be demanding (in relation to Student Behaviour/ Relationships) Have positive relationships with students where students feel accepted. <p>Parents will:</p> <ul style="list-style-type: none"> Promote a resilient and growth mindset in children - coach them through difficulties (rather than solving things for them) <p>School leaders will:</p> <ul style="list-style-type: none"> Provide whole school expectations (and agreed framework) in terms of promoting a positive school culture reflective of the MPPS School Mission, Vision and Values.
<p>Success Indicators</p>	<ul style="list-style-type: none"> Student, School Staff and Parent Opinion survey data (Panorama) Student forums Classroom Observations and Learning walks Coaching reflections Professional Development Plan end of cycle meetings (review goals, strategies and outcomes)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement the Zones of Regulation as a framework as part of the establishment program. Use this a a tool throughout the year to support students with identifying and managing their emotions.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Every team implements the Rights, Resilience and Respectful relationships program each week as a preventative and capacity building tool for positive students relationships.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff implement the mindfulness curriculum - this will include one key lesson scheduled per week and daily practice to meet the needs of the class.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Increase student responsibility and school pride through promoting community service, classes maintaining their indoor and outdoor learning spaces (through roles and responsibilities) and promoting high expectations for all in terms of our school values.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers define growth mindset practices.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Research school based wellbeing frameworks	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$10,000.00	\$7,894.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$10,000.00	\$7,894.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Reading Support Program - Prioritised weekly literacy support for students working 12 months or more below expected in years 1 to 6 (3 hours a week).	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$7,894.00
Totals			\$10,000.00	\$7,894.00

Additional Equity spend

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implement Professional Learning (including professional reading) - Teaching and Learning of Reading as part of the school meeting structure (including curriculum days)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Literacy leader to support PLTs in improving the planning, teaching, assessing and documenting of the reading curriculum: coaching timetable developed with teachers (3 hrs per week) including time for structured feedback (1 hr per week)	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Learning walks implemented to monitor, assess and respond to efficacy and consistency of reading instruction (differentiation) across the school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Provide professional learning as part of curriculum days and the meeting schedule regarding the PLC	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

collaborative practices through DET resources including the PLC guide, PLC maturity matrix, Practice Principles and Evaluate the Impact of your Teaching Toolkit.	<input checked="" type="checkbox"/> PLC Leaders			<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting		
All staff plan for and participate in Observing to Learn classroom observation strategies (as outlined in the MPPS T&L framework) as a tool for self-reflection and improved teaching and learning practices. This includes collegiate visits (once a term) as part of the meeting schedule.	<input checked="" type="checkbox"/> All Staff	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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Instructional Coaches to attend Monash Coaching Skills for Instructional Leaders course (\$695 pp + CRT)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants Monash University	<input checked="" type="checkbox"/> Off-site Monash University
Leadership Team to attend MCREL Balanced Leadership professional learning. (\$12000 +CRT x 4 days) - (5 PLC instructional leaders (including specialist	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Muffy Hand and Julie Chandler	<input checked="" type="checkbox"/> On-site

PLT), 2 coaches, 1x learning specialist)						
Meeting schedule to support collective efficacy, shared responsibility and trust of leadership team as a school improvement team (leadership meetings, coaches meetings, professional learning, leadership days).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Ongoing support from the Numeracy Consultant to build the instructional leadership capacity of the numeracy leader.	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Chris Botheras - numeracy consultant	<input checked="" type="checkbox"/> On-site
PLC Instructional Leaders to attend leading literacy course through Moonee Valley Network Communities of Practice. (MW, LH, CR x 5 days CRT each)	<input checked="" type="checkbox"/> PLC Leaders	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"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Network communities of practice - Leading Literacy (hosted at schools in network)
Learning walks implemented to monitor, assess and respond to efficacy and	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

consistency of instruction across the school.						
Further teacher professional learning with Professor Jane Pollock on the GANAG Instructional Model, high yield strategies and thinking skills with a focus on the role of the student in the learning. * introduction to GANAG focus sessions * intermediate GANAG focus sessions * leadership Thinking Skills train the trainer sessions	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants Prof. Jane Pollock	<input checked="" type="checkbox"/> Off-site GANAG network PL hosted at schools in network.
Learning specialist coaching and Professional Learning to support PLTs in improving the instructional practices of teachers with the lens of the GANAG instructional framework (including the nine-high yield strategies), feedback and high impact teaching strategies: coaching timetable developed with teachers (5 hrs per week) including time for structured feedback (1 hr per week)	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Audit the use of digital technologies in the curriculum as engagement, critical thinking and problem	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

solving tool. Develop teacher knowledge and capacity to implement digital technologies as a way to leverage learner agency.	<input checked="" type="checkbox"/> PLC Leaders		<input checked="" type="checkbox"/> Student voice, including input and feedback			
Numeracy leader to support PLTs in improving the planning, teaching, assessing and documenting of the numeracy curriculum: coaching timetable developed with teachers (3 hrs per week) including time for structured feedback (1 hr per week)	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site