

# 2021 Annual Implementation Plan

## for improving student outcomes

Avondale Primary School (4812)



Submitted for review by Jill Benham (School Principal) on 18 December, 2020 at 03:33 PM  
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 12 April, 2021 at 08:40 AM  
Endorsed by Isabelle Sawtell (School Council President) on 29 April, 2021 at 11:01 PM

## Self-evaluation Summary - 2021

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

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

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

<b>Enter your reflective comments</b>	Working with PLCs we engaged in a collaborative process to identify our progress in each Dimension. Although it seemed we had made little or no progress, much of this was due to the limited opportunities during 2020. Our staff were confident in reflecting on this progress and identified the steps required to move into the next level, ensuring consistency. Staff are ready to continue to build their knowledge in these dimensions and put this into action across the school.
<b>Considerations for 2021</b>	It is important to establish and embed a consistent approach to curriculum development with a particular focus on staff understanding and implementing the Reading Instructional Model. Self evaluation of the the dimensions has identified Positive Climate for Learning as an area of focus in our AIP
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Target 1.2</b>	
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Empowering students and building school pride	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To strengthen the capacity of all teachers to plan differentiated learning experiences in Reading
<b>Target 2.1</b>	To improve student growth in Reading to reflect every student making a minimum of 12 months growth based on the Victorian Curriculum

<b>Target 2.2</b>	To increase the number of students achieving at or above the expected Fountas and Pinnel benchmark assessment level
<b>Target 2.3</b>	To decrease the number of students achieving below the expected Fountas and Pinnel Benchmark Assessment Level
<b>Key Improvement Strategy 2.a</b> Building practice excellence	1. Build teacher capacity in the teaching and learning of Reading
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	2. To build the capacity of staff to develop school wide practices to collect and analyse data to inform teaching and learning
<b>Key Improvement Strategy 2.c</b> Building leadership teams	To continue to develop the capacity of PLC instructional leaders as part of the Leadership Team to implement consistent school wide priorities
<b>Key Improvement Strategy 2.d</b> Building practice excellence	To develop and implement a consistent Reading Instructional Model at Avondale Primary
<b>Goal 3</b>	To create a whole school approach to empowering students to contribute consistently to their learning

<p><b>Target 3.1</b></p>	<p><b>To increase results in the Attitudes to School Survey in each of the following components:</b></p> <p><b>EFFECTIVE TEACHING PRACTICE FOR COGNITIVE ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge - from 81% to 85%</li> <li>• Stimulated Learning - from 74% - 78%</li> </ul> <p><b>LEARNER CHARACTERISTICS AND DISPOSITION</b></p> <ul style="list-style-type: none"> <li>• Learning Confidence - 76% - 80%</li> <li>• Motivation and Interest - 76% - 80%</li> <li>• Self-regulation and Goal setting - 85% - 89%</li> </ul> <p><b>SOCIAL ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>• School connectedness (Sense of Belonging) - 78% - 82%</li> <li>• Student Voice and Agency - 56% - 60%</li> </ul> <p>At this school, I help decide things like class activities or rules 48%  I have a say in the things I learn 54%  My teacher likes my ideas 55%  I am encouraged to share my ideas / my teacher thinks my ideas are good 68%</p>
<p><b>Target 3.2</b></p>	<p>All students from Grades Prep - Six, develop reading goals to support and guide their learning.</p> <p>All students can articulate their Reading goal and share strategies they are using to achieve each goal.</p>
<p><b>Key Improvement Strategy 3.a</b></p>	<p>To build teacher knowledge of student voice and agency</p>

<b>Building practice excellence</b>	
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	To increase teacher capacity to embed student voice in teaching and learning practice
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	To develop consistent whole school practice to the teaching of student voice
<b>Goal 4</b>	To enhance students' capacity as resilient, mindful, creative, inclusive and resourceful learners.
<b>Target 4.1</b>	<p>Parent opinion of student social skills, motivation and school connectedness will show an increasing and sustained trend of improvement.</p> <p>Teacher assessment of student personal and social capabilities, and of student critical and creative thinking will have at least 70 per cent of students meeting the assessment standards (two-year bands).</p>
<b>Target 4.2</b>	<p><b>The Attitudes to School Survey factors of</b></p> <p><b>Resilience will have 65 per cent positive responses, and School Connectedness will have 70 per cent positive responses .</b></p>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	Build consistency in SWPBS processes and practices F-6 and in the teaching of the Victorian Curriculum Personal and Social Capabilities
<b>Key Improvement Strategy 4.b</b> Parents and carers as partners	Develop a school wide approach to student engagement and wellbeing





## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Every student in the Tutor Learning Initiative to achieve their goals, measured through teacher judgment, Fountas and Pinnell data and the EOI data.
			<p>To increase the positive endorsement of Student Voice and Agency in the Attitudes to School Survey from 2020, 55% to that of similar schools of 63%</p> <p>To increase the positive endorsement of Teacher concern in the Attitudes to School Survey from 59% to that of similar schools of 72%</p> <p>To increase the positive endorsement of Stimulated Learning in the Attitudes to School Survey from 73% to that of similar schools of 77%</p>
To strengthen the capacity of all teachers to plan differentiated learning experiences in Reading	Yes		<p>To increase the number of Year 5 students making high growth in NAPLAN from 33% to 40%</p> <p>To decrease the number of Year 5 students making low growth in NAPLAN</p>

		To improve student growth in Reading to reflect every student making a minimum of 12 months growth based on the Victorian Curriculum	<p>from 27% to 15%</p> <p>To maintain the number of students in the top two bands in Year 5 at 58%</p> <p>To decrease the number of students in the bottom two bands in Year 5 from 8% to 2%</p> <p>Students making above expected growth to increase from 27% in 2019 to 35% in 2021 and students making expected growth to reduce from 69% in 2019 to 65% in 2021</p>
		To increase the number of students achieving at or above the expected Fountas and Pinnel benchmark assessment level	<p>'To increase the number of students above benchmark in Reading:</p> <ul style="list-style-type: none"> <li>* NON-EAL funded students from 30% to 35%</li> <li>*EAL funded students from 67% to 70%</li> </ul>
		To decrease the number of students achieving below the expected Fountas and Pinnel Benchmark Assessment Level	<p>To reduce the number of students below benchmark in Reading:</p> <ul style="list-style-type: none"> <li>*NON-EAL funded students from 33% to 15%</li> <li>*EAL funded students from 19% to 10%</li> </ul>
	No	<b>To increase results in the Attitudes to School Survey in each of the following components:</b>	

<p>To create a whole school approach to empowering students to contribute consistently to their learning</p>		<p><b>EFFECTIVE TEACHING PRACTICE FOR COGNITIVE ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge - from 81% to 85%</li> <li>• Stimulated Learning - from 74% - 78%</li> </ul> <p><b>LEARNER CHARACTERISTICS AND DISPOSITION</b></p> <ul style="list-style-type: none"> <li>• Learning Confidence - 76% - 80%</li> <li>• Motivation and Interest - 76% - 80%</li> <li>• Self-regulation and Goal setting - 85% - 89%</li> </ul> <p><b>SOCIAL ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>• School connectedness (Sense of Belonging) - 78% - 82%</li> <li>• Student Voice and Agency - 56% - 60%</li> </ul> <p>At this school, I help decide things like class activities or rules 48%</p> <p>I have a say in the things I learn 54%</p> <p>My teacher likes my ideas 55%</p> <p>I am encouraged to share my ideas / my teacher thinks my ideas are good 68%</p>	
		<p>All students from Grades Prep - Six, develop reading goals to support and guide their learning.</p> <p>All students can articulate their Reading goal and share strategies they are using to achieve each goal.</p>	

To enhance students' capacity as resilient, mindful, creative, inclusive and resourceful learners.	No	<p>Parent opinion of student social skills, motivation and school connectedness will show an increasing and sustained trend of improvement.</p> <p>Teacher assessment of student personal and social capabilities, and of student critical and creative thinking will have at least 70 per cent of students meeting the assessment standards (two-year bands).</p>	
		<p><b>The Attitudes to School Survey factors of</b></p> <p><b>Resilience will have 65 per cent positive responses, and School Connectedness will have 70 per cent positive responses .</b></p>	

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Every student in the Tutor Learning Initiative to achieve their goals, measured through teacher judgment, Fountas and Pinnell data and the EOI data.
<b>12 Month Target 1.2</b>	<p>To increase the positive endorsement of Student Voice and Agency in the Attitudes to School Survey from 2020, 55% to that or similar schools of 63%</p> <p>To increase the positive endorsement of Teacher concern in the Attitudes to School Survey from 59% to that of similar schools of 72%</p>

	To increase the positive endorsement of Stimulated Learning in the Attitudes to School Survey from 73% to that of similar schools of 77%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Empowering students and building school pride	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
<b>Goal 2</b>	To strengthen the capacity of all teachers to plan differentiated learning experiences in Reading	
<b>12 Month Target 2.1</b>	<p>To increase the number of Year 5 students making high growth in NAPLAN from 33% to 40%</p> <p>To decrease the number of Year 5 students making low growth in NAPLAN from 27% to 15%</p> <p>To maintain the number of students in the top two bands in Year 5 at 58%</p> <p>To decrease the number of students in the bottom two bands in Year 5 from 8% to 2%</p> <p>Students making above expected growth to increase from 27% in 2019 to 35% in 2021 and students making expected growth to reduce from 69% in 2019 to 65% in 2021</p>	

<b>12 Month Target 2.2</b>	'To increase the number of students above benchmark in Reading: * NON-EAL funded students from 30% to 35% *EAL funded students from 67% to 70%	
<b>12 Month Target 2.3</b>	To reduce the number of students below benchmark in Reading: *NON-EAL funded students from 33% to 15% *EAL funded students from 19% to 10%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	1. Build teacher capacity in the teaching and learning of Reading	Yes
<b>KIS 2</b> Evaluating impact on learning	2. To build the capacity of staff to develop school wide practices to collect and analyse data to inform teaching and learning	No
<b>KIS 3</b> Building leadership teams	To continue to develop the capacity of PLC instructional leaders as part of the Leadership Team to implement consistent school wide priorities	Yes
<b>KIS 4</b> Building practice excellence	To develop and implement a consistent Reading Instructional Model at Avondale Primary	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.	Continuing to build teacher capacity in Teaching and Learning is essential for all staff  Developing a consistent, research based Teaching and Learning Model in Reading is essential as the Reading Instructional model that was started in 2020, needs to be finalised, understood and implemented consistently across Prep - Grade 6. This will underpin the work of our PLCs in 2021 and support our Tutor Learning Initiative.  It is essential for all staff to build collective responsibility around consistent data collection and moderation processes in reading and to further develop and embed our 2020 focus of collecting reading data through the F&P benchmark system. Formative and Summative Assessment will continue to be embedded in our practice to support accurate and consistent teacher judgement against the Victorian Curriculum,.	

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## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Every student in the Tutor Learning Initiative to achieve their goals, measured through teacher judgment, Fountas and Pinnell data and the EOI data.
<b>12 Month Target 1.2</b>	<p>To increase the positive endorsement of Student Voice and Agency in the Attitudes to School Survey from 2020, 55% to that of similar schools of 63%</p> <p>To increase the positive endorsement of Teacher concern in the Attitudes to School Survey from 59% to that of similar schools of 72%</p> <p>To increase the positive endorsement of Stimulated Learning in the Attitudes to School Survey from 73% to that of similar schools of 77%</p>
<b>KIS 1</b> Building practice excellence	Learning, catch-up and extension priority
<b>Actions</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- establish a whole school approach to the Tutor Learning Initiative program</li> <li>- develop whole school assessment processes and an Assessment Schedule</li> <li>- implement a whole school approach to monitoring the achievement of every child against multiple data sets</li> <li>- ensure that every child has an appropriate learning goal that is referenced against the learning continuum</li> <li>- build the capacity of PLC Leaders to facilitate PLC meetings with an increased focus on data literacy, curriculum knowledge and differentiation</li> <li>- build teacher capacity to differentiate and use data to plan for teaching and learning</li> <li>- plan whole school professional learning on Reading throughout the year</li> <li>- support teachers to discuss problems of practice and plan to support professional growth</li> </ul> <p>Teachers (and tutors) will</p> <ul style="list-style-type: none"> <li>- use data to identify individual students to work with a tutor, in small groups</li> <li>- work in collaboration to develop a targeted, explicit, sequence of learning for each student in the small group program</li> <li>- engage in the PLC structure to plan for, review and evaluate student achievement</li> <li>- collaboratively create Individual Learning Plans for all students engaging in the Tutor Learning Initiative</li> </ul>



	<ul style="list-style-type: none"> <li>- use data to plan for differentiation</li> <li>- use data to monitor and track learning growth</li> <li>- ensure that every student has an appropriate learning goal that is referenced against the learning continuum and data</li> </ul> <p>Students will</p> <ul style="list-style-type: none"> <li>- participate in targeted small group learning</li> <li>- articulate and understand their learning goal and know the strategies used to achieve their goal</li> <li>- track the progress of achievement against their learning goal</li> </ul>
<p><b>Outcomes</b></p>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- have a clear understanding of student performance, achievement and resource distribution</li> <li>- support the tutors and classroom teachers through the PLC Inquiry process</li> <li>- use data to evaluate the effectiveness of the Tutor program</li> <li>- be able to track and monitor student progress and target resources as required</li> </ul> <p>Teachers (and Tutors) will:</p> <ul style="list-style-type: none"> <li>- use both formative and summative assessment/evidence to monitor and assess the growth of all students</li> <li>- collaborate to track and monitor student growth against individual learning goals</li> <li>- use data to differentiate teaching and learning in response to student need</li> <li>- plan for the next stage of learning as referenced against the learning continuum</li> <li>- be confident in implementing the Instructional Model and Reading Instructional Practices</li> <li>- share and monitor their professional growth as referenced in their PDP</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- understand their learning goals and strategies to achieve mastery</li> </ul>
<p><b>Success Indicators</b></p>	<ul style="list-style-type: none"> <li>- PLC meeting minutes reflect discussion about cohort data to inform planning</li> <li>- PLC meeting minutes reflect collaboration between the tutor and classroom teacher</li> </ul>

- classroom observations demonstrate application of professional learning
- teacher planning reflects differentiated teaching
- teachers records (including anecdotal notes) show student progress
- whole school data tracker indicates clear student progress
- student progress is demonstrated through ILPs
- students will be able to articulate their learning goals and progress

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Employ and induct Tutors into the school. Establish a collective responsibility and guidelines for the Tutor program.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$113,729.00  <input checked="" type="checkbox"/> Equity funding will be used
Identify the students who will be part of the Tutor program using data to inform this process.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Collect and monitor up to date data on students identified as being part of the Tutor program.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop a consistent approach to data tracking and monitoring	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

Classroom teachers and tutors develop Individual Learning Plans for students who are part of the Tutor program.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Establish collaborative times for tutors and classroom teachers to discuss, monitor and plan for student progress.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Student learning goals are documented, monitored and celebrated.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional learning plan established with a focus on Reading - differentiation - data literacy - small group instruction - feedback - goal setting	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Empowering students and building school pride	Happy, active and healthy kids priority			
<b>Actions</b>	Leaders will: - establish a whole school approach to social-emotional learning - implement a Learning to Learn program with a focus on creating positive learning environments - build teacher capacity in the Personal and Social learning capability across the school - refine/update the Avondale Primary Wellbeing Policy - build staff capacity to collect, analyse, monitor and respond to student engagement data			

	<ul style="list-style-type: none"> <li>- strengthen the use of the School Wide Positive Behaviour Support (SWPBS) framework</li> <li>- plan whole school professional learning to build teacher knowledge and consistency of the implementation of SWPBS</li> <li>- establish a whole school approach to monitoring and responding to student wellbeing concerns</li> <li>- develop a robust and purposeful Lunchtime Club program with student leaders</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- implement the Learning to Learn program to strengthen student relationships through peer and group collaborative learning activities</li> <li>- plan, implement, model and embed the key values outlined in the School Wide Positive Behaviours Support (SWPBS) framework</li> <li>- adopt evidence-based instructional practices associated with behaviour management</li> <li>- collect, analyse, monitor and respond to student engagement data</li> <li>- build relationships and engage with families of at-risk students</li> <li>- with student leaders, run the Lunchtime Club program</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- understand and co-create classroom routines, behaviours and expectations</li> <li>- build personal and social learning skills</li> <li>- at Assembly, promote Lunch time Clubs (Student Leaders)</li> </ul>
<p><b>Outcomes</b></p>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- strengthen understanding of the whole school approach to wellbeing across the school</li> <li>- use the School Wide Positive Behaviour Support framework</li> <li>- use Compass Chronicles to record and track student wellbeing and behaviour data</li> <li>- strengthen engagement with Regional (SWPB Support Coach and SSS team) and external support agencies</li> <li>- connect students and families to allied health and mental health services</li> <li>- timetable Lunchtime Clubs sessions across each week</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- share a common understanding and use consistent language of the whole school approach to Wellbeing</li> <li>- understand the links between the Personal and Social Capability, You Can Do It! and SWPBS</li> <li>- plan targeted Personal and Social learning experiences across the curriculum</li> <li>- identify at risk students to receive targeted academic, wellbeing and behaviour support</li> <li>- use data and student input to plan structured and engaging Lunchtime Clubs</li> </ul> <p>Students will:</p>

	<ul style="list-style-type: none"> <li>- develop stronger relationships with peers and explore effective processes for solving problems</li> <li>- choose Lunchtime Clubs to participate in</li> <li>- experience success in the classroom and the playground</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- documentation of the Learning to Learn program</li> <li>- teacher weekly planning reflects social and emotional learning</li> <li>- documentation of the SWPBS framework in term and weekly planning</li> <li>- Compass Chronicles reflect behaviour and wellbeing focuses</li> <li>- students will be able to articulate their experiences of Lunch time clubs</li> <li>- documentation of the student referral process</li> <li>- professional learning attendance and shared readings/learning is documented</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Document agreed processes for referral processes	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Source curriculum resources to reflect a wellbeing and social-emotional learning focus	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop consistent documentation of the Learning to Learn program across the school	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used

Establish and timetable Lunch time clubs each term	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Establish a professional learning plan to build teacher capacity in SWPBS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- strengthen the school-wide approach to communication with parents and carers, with a focus on increasing the use of the Compass platform for events, parent payments, Parent/Teacher meetings and Student reports.</li> <li>- strengthen and adapt the school-wide approach to digital learning and policies based on digital access and devices</li> <li>- ensure the benefits of digital learning continue to be available to every student</li> <li>- actively engage and participate in professional learning opportunities, including Regional networks and Communities of Practice (eg Moonee Valley Reading COP, Prep Transition)</li> <li>- review policies to ensure consistency: <ul style="list-style-type: none"> <li>- Avondale Primary Attendance Policy</li> <li>- Enrolment Policy</li> <li>- Issue Resolution Policy</li> </ul> </li> <li>- plan for the new building initiative, working closely with the VSBA</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- build knowledge of the capabilities of Compass in communicating with parents and carers</li> <li>- engage in the PLC structure to foster collaboration, build collective efficacy and build digital learning pedagogy</li> <li>- use the Victorian Curriculum to strengthen and embed digital learning pedagogy across the curriculum</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- engage actively in digital learning</li> </ul>			

<p><b>Outcomes</b></p>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- prioritise time for staff to communicate and build relationships with students, parents and carers</li> <li>- ensure school-wide consistency in the use of google drive</li> <li>- promote school facilities for use by the wider community (eg Ankle Biters)</li> <li>- ensure a consistent and visible approach to Issue Resolution for the school community</li> <li>- further develop a positive home-school partnership through the organisation of Parent Helpers, Canteen volunteers and participation in School Council sub-committees</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- integrate digital learning pedagogy across the curriculum</li> <li>- develop and maintain strong relationships with student, parents and carers</li> <li>- promote the importance of attendance at school</li> <li>- use Compass to communicate with families, including attendance</li> <li>- regularly communicate with and connect with the parents and carers of all students</li> <li>- have strong relationships with students, parents and carers</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- feel connected to their school and have positive attitudes to learning and attendance</li> <li>- develop expertise in using digital learning technology</li> <li>- students will attend school regularly and arrive punctually, ready to learn at 8.50am</li> </ul>
<p><b>Success Indicators</b></p>	<ul style="list-style-type: none"> <li>- documentation of school digital policies</li> <li>- digital technology will be embedded in term planners and weekly work programs</li> <li>- whole school surveys (School Staff Survey, Parent Opinion Survey, AToSS)</li> <li>- number of referrals, documented outcomes of student referral meetings</li> <li>= frequency and quality of communications with parents and carers</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning on the use the Compass portal to build consistent communication between home and school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Strengthen relationships with external support networks and agencies and feeder/secondary schools, early learning centres and community organisations	<input checked="" type="checkbox"/> Leadership Team <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
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <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 access to and promote information in appropriate community languages and engage translation services	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Prioritise collaboration time in PLCs to share effective digital learning and relationship building strategies	<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
Prioritise time in Staff Professional learning meetings to review engagement data and identify students at risk of disengagement	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00



	<input checked="" type="checkbox"/> Leadership Team		to: Term 4	<input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To strengthen the capacity of all teachers to plan differentiated learning experiences in Reading			
<b>12 Month Target 2.1</b>	<p>To increase the number of Year 5 students making high growth in NAPLAN from 33% to 40%</p> <p>To decrease the number of Year 5 students making low growth in NAPLAN from 27% to 15%</p> <p>To maintain the number of students in the top two bands in Year 5 at 58%</p> <p>To decrease the number of students in the bottom two bands in Year 5 from 8% to 2%</p> <p>Students making above expected growth to increase from 27% in 2019 to 35% in 2021 and students making expected growth to reduce from 69% in 2019 to 65% in 2021</p>			
<b>12 Month Target 2.2</b>	<p>To increase the number of students above benchmark in Reading:</p> <p>* NON-EAL funded students from 30% to 35%</p> <p>*EAL funded students from 67% to 70%</p>			
<b>12 Month Target 2.3</b>	<p>To reduce the number of students below benchmark in Reading:</p> <p>*NON-EAL funded students from 33% to 15%</p> <p>*EAL funded students from 19% to 10%</p>			
<b>KIS 1</b> Building practice excellence	1. Build teacher capacity in the teaching and learning of Reading			
<b>Actions</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- develop a consistent approach to reading through the Instructional Model, with a focus on the pedagogical practices of Independent and Guided Reading</li> <li>- provide targeted professional learning to build understanding of differentiation in reading</li> <li>- develop a whole school approach to assessment to collect and analyse data to inform teaching and learning</li> <li>- implement a whole school approach to monitoring the achievement of every student against multiple data sets</li> <li>- build teacher capacity to differentiate the curriculum and target student specific learning goals</li> <li>- build teacher capacity to understand the EAL continuum</li> <li>- build the capacity of PLC Leaders to use cohort data to inform differentiated teaching and learning</li> </ul>			

	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- use data to plan differentiated learning in Reading</li> <li>- use data to determine and track student learning goals</li> <li>- implement and use the agreed Instructional model and pedagogical approaches of Independent and Guided Reading</li> <li>- build their understanding of the Victorian Curriculum and the EAL continuum</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- understand their learning goal and strategies to achieve this goal</li> </ul>
<p><b>Outcomes</b></p>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- track data and monitor student progress</li> <li>- monitor the implementation of the Instructional Model and the pedagogical practices of Independent and Guided Reading to plan ongoing professional learning</li> <li>- understand the EAL profile of the school and the EAL continuum</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- apply a consistent approach to the implementation of the Instructional model</li> <li>- apply a consistent approach to the pedagogical practices of Independent and Guided Reading</li> <li>- use data to inform differentiated instruction in reading</li> <li>- use data to set individual reading goals for students</li> <li>- use the Victorian Curriculum and the EAL continuum to plan and monitor growth</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- articulate their Reading goals and know they need to do to be successful</li> <li>- respond to teacher feedback, articulate what they need to learn next and demonstrate their understanding in multiple ways</li> <li>- articulate their choice of Just Right books to use during Independent Reading</li> </ul>
<p><b>Success Indicators</b></p>	<ul style="list-style-type: none"> <li>- Teacher planning reflects differentiated teaching and learning, referenced against Victorian Curriculum and EAL continuum</li> <li>- whole school data tracker indicates clear student progress</li> <li>- PLC meeting minutes reflect discussion of cohort data to inform planning and monitor progress of all students</li> <li>- all students have learning goals that are targeted and monitored</li> <li>- students will articulate their goals and progress</li> <li>- classroom observations demonstrate consistent application of professional learning, the Instructional Model and pedagogical practices</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Timetable Collaborative Planning for all PLCs during the school day	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Create an additional 5/6 Literacy class for 2021	<input checked="" type="checkbox"/> Leadership Team <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
Establish a professional learning schedule to focus on the pedagogical practices of Independent and Guided Reading	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Establish an Avondale Instructional Model	<input checked="" type="checkbox"/> All Staff <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
Create consistency in establishing and using Classroom Libraries	<input checked="" type="checkbox"/> All Staff <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
Establish Classroom Libraries (storage and books)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

			to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
Build data literacy of staff through ongoing professional learning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Establish the Avondale Assessment Schedule	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building leadership teams	To continue to develop the capacity of PLC instructional leaders as part of the Leadership Team to implement consistent school wide priorities			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Collaborative Planning for all PLCs during the school day will be timetables</li> <li>- weekly PLC Leader meetings are scheduled</li> <li>- provide ongoing professional learning for PLC Leaders to implement consistent school wide priorities</li> <li>- build capacity of PLC Leaders to plan PLC meetings to focus on data and differentiated teaching and learning</li> <li>- develop consistent PLC guidelines and support staff to embed these into their collaborative practice</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- collaborative moderation, planning and discussion of pedagogical practices are embedded in PLC meetings</li> <li>- PLC meetings focus on the use of data to inform differentiation</li> <li>- student growth will be tracked and monitored in PLC meetings</li> <li>- PLC guidelines have been established and are being followed by all staff (eg Norms, coming prepared for meetings)</li> <li>- PLC Leaders ensure all staff are involved in collaborative planning, informed by the Victorian Curriculum, EAL Continuum and data</li> </ul>			

<b>Success Indicators</b>	- PLC minutes reflect collaborative planning for differentiated teaching and learning - PLC minutes reflect collaborative discussion about data and pedagogical practices			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
PLCs have collaborative planning time scheduled into the school day	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
PLC Leader meetings focus on professional learning for leaders	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<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	\$138,729.00	\$22,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$138,729.00</b>	<b>\$22,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employ and induct Tutors into the school. Establish a collective responsibility and guidelines for the Tutor program.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$113,729.00	\$15,000.00
Source curriculum resources to reflect a wellbeing and social-emotional learning focus	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$2,000.00
Establish Classroom Libraries (storage and books)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other storage and book boxes/chair bags	\$20,000.00	\$5,000.00
<b>Totals</b>			<b>\$138,729.00</b>	<b>\$22,000.00</b>

## Additional Equity spend

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Collect and monitor up to date data on students identified as being part of the Tutor program.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Tutor Learning Initiative <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Develop a consistent approach to data tracking and monitoring	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources EIL	<input checked="" type="checkbox"/> On-site
Classroom teachers and tutors develop Individual Learning Plans for students who are part of the Tutor program.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources EIL Tutor Learning Initiative	<input checked="" type="checkbox"/> On-site
Student learning goals are documented, monitored and celebrated.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning plan established with a focus on Reading	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site



- differentiation - data literacy - small group instruction - feedback - goal setting	<input checked="" type="checkbox"/> Leadership Team	to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources  EIL	
Document agreed processes for referral processes	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources  SSS team	<input checked="" type="checkbox"/> On-site
Develop consistent documentation of the Learning to Learn program across the school	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish a professional learning plan to build teacher capacity in SWPBS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Leadership Team	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"/> Departmental resources  SWPBS Coach	<input checked="" type="checkbox"/> On-site
Professional learning on the use the Compass portal to build consistent communication between home and school.	<input checked="" type="checkbox"/> All Staff <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"/> 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"/> External consultants  Compass	<input checked="" type="checkbox"/> On-site

Prioritise collaboration time in PLCs to share effective digital learning and relationship building strategies	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Prioritise time in Staff Professional learning meetings to review engagement data and identify students at risk of disengagement	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish a professional learning schedule to focus on the pedagogical practices of Independent and Guided Reading	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources EIL support <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
Create consistency in establishing and using Classroom Libraries	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

		to: Term 4		<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Pedagogical Model	
Establish Classroom Libraries (storage and books)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Build data literacy of staff through ongoing professional learning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources EIL <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
PLC Leader meetings focus on professional learning for leaders	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <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"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
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