

# **2019 Annual Implementation Plan**

## **for improving student outcomes**

Pakenham Primary School (5527)



Submitted for review by Gail Butterworth (School Principal) on 01 February, 2019 at 11:52 AM  
Endorsed by Mark Anderson (Senior Education Improvement Leader) on 11 February, 2019 at 09:46 AM  
Endorsed by Amy Lee BUCHTMANN (School Council President) on 09 May, 2019 at 02:18 PM

# Self-evaluation Summary - 2019

Pakenham Primary School (5527)

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

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

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

<b>Enter your reflective comments</b>	As we are not yet operating as a school, we will reflect on and update our self evaluation at mid year.
<b>Considerations for 2019</b>	Confidential cohorts need to be added after census.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To enhance the learning growth and achievement of every student through the implementation of an instructional model for Literacy.
<b>Target 1.1</b>	The percentage of students in the top two bands of NAPLAN in reading will be 25% by 2022.
<b>Target 1.2</b>	The percentage of students in the top two bands of NAPLAN in writing will be 25% by 2022.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop an inquiry cycle to reflect the Literacy Instructional Model for use by PLC's.
<b>Key Improvement Strategy 1.b</b> Building leadership teams	Build an effective Leadership Team with a clear sense of shared purpose to monitor the implementation of our improvement work.
<b>Goal 2</b>	To build a positive, supportive school community that fosters a safe, orderly environment.
<b>Target 2.1</b>	The Attitudes to School Survey data will show a 90% positive response for 'School Connectedness' by 2022.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Work collaboratively within the school and with the Cardinia Council to develop and implement a Student VAL (Voice, Agency & Leadership) model.

<b>Key Improvement Strategy 2.b</b> Building communities	Work collaboratively with local ELC's and schools to develop a transition program from Kindergarten into school and from Year 6 into Year 7.
<b>Key Improvement Strategy 2.c</b> Setting expectations and promoting inclusion	Ensure a safe and orderly learning environment for all students.
<b>Goal 3</b>	All students actively engage with learning and take increasing responsibility for monitoring their progress.
<b>Target 3.1</b>	The Attitudes to School Survey data will show a 90% positive response for 'Attitudes to Attendance' by 2022.
<b>Target 3.2</b>	Attendance rates Prep to Year 6 will average 90% by 2022.
<b>Key Improvement Strategy 3.a</b> Evidence-based high-impact teaching strategies	Provide Professional Learning to the staff in relation to PLC collaboration, Practice Principles & HITS
<b>Key Improvement Strategy 3.b</b> Evidence-based high-impact teaching strategies	Staff work collaboratively to develop engaging and targeted lessons for all students.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To enhance the learning growth and achievement of every student through the implementation of an instructional model for Literacy.	Yes	The percentage of students in the top two bands of NAPLAN in reading will be 25% by 2022.	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The percentage of students in the top two bands of NAPLAN in reading will be 20% by the end of 2019.</p> <p>The average effect size for student improvement will be 0.4 based on comparative data from Fountas and Pinnell assessments.</p> <p>Teacher judgements will reflect 20% of students working above the expected level in reading.</p>
		The percentage of students in the top two bands of NAPLAN in writing will be 25% by 2022.	<p>The percentage of students in the top two bands of NAPLAN in writing will be 20% by the end of 2019.</p> <p>The average effect size for student improvement will be 0.4 based on comparative data from pre and post writing assessments.</p> <p>Teacher judgements will reflect 20% of students working above the expected level in writing.</p>

To build a positive, supportive school community that fosters a safe, orderly environment.	Yes	The Attitudes to School Survey data will show a 90% positive response for 'School Connectedness' by 2022.	The Attitudes to School Survey data will show a 80% positive for 'School Connectedness' by the end of 2019.
All students actively engage with learning and take increasing responsibility for monitoring their progress.	No	The Attitudes to School Survey data will show a 90% positive response for 'Attitudes to Attendance' by 2022.	
		Attendance rates Prep to Year 6 will average 90% by 2022.	

<b>Goal 1</b>	To enhance the learning growth and achievement of every student through the implementation of an instructional model for Literacy.
<b>12 Month Target 1.1</b>	<p>The percentage of students in the top two bands of NAPLAN in reading will be 20% by the end of 2019.</p> <p>The average effect size for student improvement will be 0.4 based on comparative data from Fountas and Pinnell assessments.</p> <p>Teacher judgements will reflect 20% of students working above the expected level in reading.</p>
<b>12 Month Target 1.2</b>	<p>The percentage of students in the top two bands of NAPLAN in writing will be 20% by the end of 2019.</p> <p>The average effect size for student improvement will be 0.4 based on comparative data from pre and post writing assessments.</p> <p>Teacher judgements will reflect 20% of students working above the expected level in writing.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop an inquiry cycle to reflect the Literacy Instructional Model for use by PLC's.	Yes
<b>KIS 2</b> Building leadership teams	Build an effective Leadership Team with a clear sense of shared purpose to monitor the implementation of our improvement work.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	As a new school it is integral that there is consistency of practice within the PLC's. We do not have current school data.	
<b>Goal 2</b>	To build a positive, supportive school community that fosters a safe, orderly environment.	
<b>12 Month Target 2.1</b>	The Attitudes to School Survey data will show a 80% positive for 'School Connectedness' by the end of 2019.	
Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Work collaboratively within the school and with the Cardinia Council to develop and implement a Student VAL (Voice, Agency & Leadership) model.	No
<b>KIS 2</b> Building communities	Work collaboratively with local ELC's and schools to develop a transition program from Kindergarten into school and from Year 6 into Year 7.	Yes
<b>KIS 3</b> Setting expectations and promoting inclusion	Ensure a safe and orderly learning environment for all students.	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 our founding year it is integral to begin with a safe, supportive and inclusive learning environment. We value the importance of empowering students and would like the students to be involved in school and community decision making.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To enhance the learning growth and achievement of every student through the implementation of an instructional model for Literacy.
<b>12 Month Target 1.1</b>	The percentage of students in the top two bands of NAPLAN in reading will be 20% by the end of 2019. The average effect size for student improvement will be 0.4 based on comparative data from Fountas and Pinnell assessments. Teacher judgements will reflect 20% of students working above the expected level in reading.
<b>12 Month Target 1.2</b>	The percentage of students in the top two bands of NAPLAN in writing will be 20% by the end of 2019. The average effect size for student improvement will be 0.4 based on comparative data from pre and post writing assessments. Teacher judgements will reflect 20% of students working above the expected level in writing.
<b>KIS 1</b> Building practice excellence	Develop an inquiry cycle to reflect the Literacy Instructional Model for use by PLC's.
<b>Actions</b>	Develop an instructional model for literacy during the Staff Induction night away Refine the instructional model during recall week (21-25 January) Create an inquiry cycle to reflect the role of the PLCs in implementing the instructional model for literacy during recall week (21-25 January) Provide professional learning in relation to 'best practice' literacy instruction during recall week (21-25 January) Purchase relevant Literacy resources Develop the capacity of team leaders to implement and reflect on the Literacy Inquiry Cycle
<b>Outcomes</b>	Staff develop an understanding of 'best practice' literacy instruction Staff collaboratively implement the Literacy Inquiry Cycle Staff adhere to team expectations as agreed in the PLC meeting Data is used consistently to target teaching and intervention strategies Implementation of the Literacy Inquiry Cycle is a goal for all teaching staff and is reflected on during PLC meetings and PDPs Team leaders work together during leadership meetings to reflect on the implementation of the Literacy Inquiry Cycle

<b>Success Indicators</b>	<p>Quantitative The percentage of students in the top two bands of NAPLAN in reading will be 20% by the end of 2019. The percentage of students in the top two bands of NAPLAN in writing will be 20% by the end of 2019.</p> <p>Qualitative Feedback at leadership meetings Attendance at Literacy Professional Learning sessions</p> <p>Artefact Meeting minutes Literacy Inquiry Cycles documented (Reading and Writing) Instructional Model documented</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Literacy Professional Learning	<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
Purchase Resources	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Provide internal Professional Development and coaching	<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
Provide regular support to Literacy and Team Leaders	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> PLC Leaders		to: Term 4	<input type="checkbox"/> Equity funding will be used
Embed the use of regular formative assessment data/student work samples in PLCs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Embed the use of the Reading and Writing inquiry cycles to inform PLC Literacy planning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop the moderation practices to ensure consistency in teacher judgements in reading and writing	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building leadership teams	Build an effective Leadership Team with a clear sense of shared purpose to monitor the implementation of our improvement work.			
<b>Actions</b>	Establish a SIT practice that regularly monitors the implementation of the AIP strategies. Establish clear roles and responsibilities of the SIT Develop consistency of practice across the PLC's. Develop a PLC handbook and implement across all PLC's Provide professional learning in relation to data analysis and consistency of practice			

	PLC teams to set a team goal in line with the PLC Maturity Matrix PLCs present their progress and share their knowledge and skills as part of leadership staff meetings at least once per term Teams reflect on their collaborative team goals as part of their PDPs			
<b>Outcomes</b>	SIT understands their roles and responsibilities Staff understand PLC expectations Staff adhere to team expectations as agreed in the PLC meeting Data is used consistently to target teaching and intervention strategies PLC Collaboration is a goal for all teaching staff and is reflected on during PLC meetings and PDPs			
<b>Success Indicators</b>	Quantitative PLC Maturity Matrix - improved from emerging/evolving to embedding in the selected team goal  Qualitative Feedback at leadership meetings Attendance at Data Literacy Professional Learning sessions  Artefact Completed documentation from the PLC handbook Meeting minutes			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Data Literacy Professional Learning	<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
Distribute leadership roles and responsibilities to support teacher collaboration for continuous improvement	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Establish SIT data practices to analyse school wide data to monitor the implementation of the AIP	<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
Prioritise collaboration of leadership and PLCs through timetabling an meeting structure	<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
<b>Goal 2</b>	To build a positive, supportive school community that fosters a safe, orderly environment.			
<b>12 Month Target 2.1</b>	The Attitudes to School Survey data will show a 80% positive for 'School Connectedness' by the end of 2019.			
<b>KIS 1</b> Building communities	Work collaboratively with local ELC's and schools to develop a transition program from Kindergarten into school and from Year 6 into Year 7.			
<b>Actions</b>	<p>Individual pre-enrolment meetings occur for all enrolled students and families</p> <p>Work closely with local Kindergartens and their staff to ensure information sharing occurs</p> <p>Develop and implement a transition into school program</p> <p>Work in collaboration with local secondary schools and their staff to ensure information sharing occurs</p> <p>Students are empowered through informal Student VAL sessions during transition</p> <p>Provide transition information to the parent community</p>			
<b>Outcomes</b>	<p>Students:</p> <p>Students have made social connections with other students prior to beginning primary/secondary school</p> <p>Students have formed relationships with staff and school leadership</p> <p>Students are aware of the school expectations prior to starting school</p> <p>Students are prepared to begin school and ready to learn at the beginning of Term 1</p> <p>Students feel consulted on school decision making</p> <p>Parents:</p> <p>Parents have formed relationships with staff and school leadership</p> <p>Parents are aware of the school expectations prior to their children starting school</p>			

	<p>Parents have dedicated information sharing time and feel consulted</p> <p>Staff: Staff and school leaders have formed relationships with students and parents Staff have an understanding of the social, emotional and academic needs of their students</p>			
<b>Success Indicators</b>	<p>Qualitative: Developmental notes record</p> <p>Artefact: Transition Calendar Transition Enrolment forms Transition Parent Information presentation Meeting Minutes</p> <p>Quantitative: 2019/2020 Prep enrolment figures Parent Opinion Survey - Transitions to be 80% positive</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Pre-enrolment Meetings	<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
Transition Meetings	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Transition into school program	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3	\$5,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Provide external support to build the capacity of all students in the Student Voice, Agency and Leadership	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Setting expectations and promoting inclusion	Ensure a safe and orderly learning environment for all students.			
<b>Actions</b>	Collaboratively develop and implement a model for Positive School-wide Behaviour expectations across the whole school community. Review the behaviour expectations of students Collaboratively develop student behaviour expectation matrix Staff complete Trauma/Calmer Classrooms training Complete posters for expectations, as per the student matrix Provide professional learning around how to use these posters with students to increase both student and staff understanding and consistency when implementing our school expectations Staff explicitly teach students the three school expectations within each area of the school as the posters are developed Develop student scenarios inconsistent with our school expectations to address collaboratively at staff, leadership and PLC meetings			
<b>Outcomes</b>	Students: Students will have a clear understanding of the school expectations Students will behave in a safe and orderly manner Students will be empowered to make decisions in relation to expected behaviours and consequences  Staff:			



	<p>Staff will have a clear understanding of the school expectations  Staff will implement consistent behaviour management practices and consequences  Staff will demonstrate an understanding of the effects of trauma on the brain and the implications for this on student achievement</p>			
<b>Success Indicators</b>	<p>Quantitative  Attitudes to School Survey  Classroom Behaviour - to be 80% positive</p> <p>School Staff Opinion Survey  Staff Safety and Wellbeing Module to be 80% positive</p> <p>Qualitative  Student VAL Feedback  Attendance at Trauma Professional Learning</p> <p>Artefact  PSWB posters  Student Behaviour Expectation Matrix</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Trauma Professional Learning Sessions run by Kate Joyner School Psychologist	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Provide regular internal coaching of staff on students engagement practices	<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
Embed the use of the student behaviour maxtrix throughout the school	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Student(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Embed the use of the consequence calculation document throughout the school	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop the attendance monitoring procedures to ensure tracking and followup	<input checked="" type="checkbox"/> Leadership Team <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
Accurate referrals to school psychologist for attendance intervention	<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
Accurate referrals to school psychologist for specific student behaviour management plans	<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

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Additional Equity spend

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Literacy Professional Learning	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide internal Professional Development and coaching	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide regular support to Literacy and Team Leaders	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Embed the use of regular formative assessment data/student work samples in PLCs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)			<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting		
Embed the use of the Reading and Writing inquiry cycles to inform PLC Literacy planning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop the moderation practices to ensure consistency in teacher judgements in reading and writing	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Data Literacy Professional Learning	<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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Prioritise collaboration of leadership and PLCs through	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

timetabling an meeting structure		to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Trauma Professional Learning Sessions run by Kate Joyner School Psychologist	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide regular internal coaching of staff on students engagement practices	<input checked="" type="checkbox"/> All Staff	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
Embed the use of the student behaviour maxtrix throughout the school	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Embed the use of the consequence calcuation document throughout the school	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site