

# 2023 Annual Implementation Plan

## for improving student outcomes

Aberfeldie Primary School (4220)



Aberfeldie  
Primary  
School

Submitted for review by Nathan Gage (School Principal) on 15 February, 2023 at 03:56 PM  
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 16 February, 2023 at 04:03 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Emerging
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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

<b>Enter your reflective comments</b>	<p>Our work, that aimed to build the capacity of our middle leadership group, has begun to have an impact on student achievement and perceptions of instructional leadership. The quality of teaching and learning has continued to improve, particularly through clear collaborative processes at the PLC level and the consistency of our instructional practices. Challenges associated with high absences, with both students and staff, placed substantial strain on a number of our systems and intentions for 2022. That being said, our students were still able to demonstrate significantly positive learning achievement across literacy and numbers.</p> <p>Furthermore, our staff were also able to demonstrate substantial growth and improvement through their engagement in</p>
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	<p>learning and enhanced classroom practices. Staffing changes through 2022 and as we move into 2023 have provided a clear opportunity to establish and embed the core evidence based practices that were a key part of our school's learning in 2022.</p>
<p><b>Considerations for 2023</b></p>	<p>Our key focus for 2023 will be centred around establishing strong and consistent routines, designed to meet the needs of all students. Through the self-evaluation process, it became increasingly clear that we need to invest significantly into Engagement and the Support and Resources core elements, this is where engagement in the SWPBS and DIS will support us to progress in these spaces. The introduction of the the SWPBS will work towards building consistency of expectations, alongside targeted work that will aim to build consistent Tier 1 inclusive practices across the school. Consistency and quality of evidenced based instructional practices will also be embedded across the school.</p> <p>Literacy - science of language and reading will be embedded across the school to ensure that our literacy program reflects and meets the needs of all students. Specific work, for teachers and students, on writing will address a number of shortfalls in our curriculum, assessment and practices.</p> <p>Numeracy - deeper learning into the big ideas in number will continue to shape our numeracy program at F-4, with specific work going into refining the numeracy instructional model and curriculum documentation.</p> <p>The work for 2023 will be guided and anchored by our 'Excellence in Teaching and Learning Handbook' (see attached), that has worked to capture and represent the learning, vision and expectations for teaching and learning at our school. This also becomes a tool to support new staff entering our school and ensure that we are working to meet the needs of everyone everyday.</p>
<p><b>Documents that support this plan</b></p>	<p>2023 APS Teaching and Learning Handbook.pdf (9.02 MB)</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve the learning outcomes of every student in literacy and numeracy.
<b>Target 2.1</b>	By 2024, increase the percentage of students achieving in top 2 bands NAPLAN in Year 3.in: <ul style="list-style-type: none"> <li>• reading from 59% (2019) to 70% (2024)</li> <li>• writing from 69% (2019) to 75% (2024)</li> <li>• numeracy from 38% (2019) to 55% (2024)</li> </ul> Year 5 in: <ul style="list-style-type: none"> <li>• reading from 53% (2019) to 60% (2024)</li> <li>• writing from 39% (2019) to 45% (2024)</li> <li>• numeracy from 51% (2019) to 55% (2024)</li> </ul>

<p><b>Target 2.2</b></p>	<p>By 2024, increase the percentage of students achieving above expected level in Victorian Curriculum Teacher judgement in :</p> <ul style="list-style-type: none"> <li>• reading and viewing from 49% (2019) to 55% (2024)</li> <li>• writing from 27% (2019) to 35% (2024)</li> <li>• number and algebra from 44% (2019) to 52% (2024)</li> </ul> <p>Reduce the percentage of students achieving below expected level in Victorian Curriculum Teacher Judgement in:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 7% (2019) to 4% (2024)</li> <li>• writing from 9% (2019) to 5% (2024)</li> <li>• number and algebra from 8% (2019) to 4% (2024)</li> </ul>
<p><b>Target 2.3</b></p>	<p>By 2024, reduce the percentage of students achieving below expected growth in Victorian Curriculum Teacher Judgement from 7% (2019) to 5% (2024)</p>
<p><b>Target 2.4</b></p>	<p>By 2024, increase the percentage positive response in the modules and factors of School Staff Survey (SSS):</p> <p>module Leadership -Instructional leadership from 53% (2019) to 75% (2024)</p> <p>module Teaching and Learning –Planning:</p> <ul style="list-style-type: none"> <li>• understand curriculum from 79% (2019) to 85% (2024)</li> <li>• understand formative assessment from 79% (2019) to 85% (2024)</li> </ul> <p>module Teaching and Learning -Evaluation:</p>

	<ul style="list-style-type: none"> <li>• monitor effectiveness using data from 74% (2019) to 80% (2024)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build practice excellence in numeracy and literacy
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Deepen teacher understanding and knowledge in curriculum planning and assessment
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Embed whole-school practices to evaluate the impact of teaching on learning
<b>Key Improvement Strategy 2.d</b> Instructional and shared leadership	Further develop middle level instructional leadership
<b>Goal 3</b>	To increase student engagement in their learning.
<b>Target 3.1</b>	<p>By 2024, increase the percentage of positive response in the Attitudes to School Survey (AToSS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 63% (2019) to 75% (2024)</li> <li>• Effort from 88% (2019) to 90% (2024) tbc</li> <li>• Teacher concern from 76% (2019) to 80% (2024)</li> </ul>
<b>Target 3.2</b>	<p>By 2024, increase the percentage of positive response in Parent Opinion Survey (POS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 67% (2019) to 80% (2024)</li> <li>• Student motivation &amp; support from 70% (2019) to 82% (2024)</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher communication from 54% (2019) to 68% (2024)</li> <li>• Effective teaching from 73% (2019) to 85% (2024)</li> </ul>
<b>Target 3.3</b>	<p>By 2024, increase the percentage positive response in the School Staff Survey (SSS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Promoting student ownership of learning goals from 84% (2019) to 85% (2024)</li> <li>• Parent and community involvement from 78% (2019) to 85% (2024)</li> <li>• Use student feedback to improve practice from 68% (2019) to 75% (2024)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Intellectual engagement and self-awareness	Building teacher capability to activate student voice and agency within the classroom
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Create opportunities for student voice and agency in their learning
<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Embed intellectual engagement and self-awareness
<b>Key Improvement Strategy 3.d</b> Parents and carers as partners	Develop parents and carers as partners in learning
<b>Goal 4</b>	To improve the social and emotional wellbeing of students



<b>Target 4.1</b>	<p>By 2024, increase the percentage positive responses in Attitudes to School Survey (AToSS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 84% (2019) to 89% (2024)</li> <li>• Resilience from 82% (2019) to 86% (2024)</li> </ul> <p>School safety:</p> <ul style="list-style-type: none"> <li>• Respect for diversity from 83% (2019) to 88% (2024)</li> <li>• Teacher concern from 76% (2019) to 88% (2024)</li> <li>• managing bullying from 84% (2019) to 88% (2024)</li> </ul>
<b>Target 4.2</b>	<p>By 2024, increase the percentage of positive responses in SSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 81% (2019) to 88% (2024)</li> <li>• Teaching and learning –implementation - support growth and learning of whole child from 84% (2019) to 88% (2024)</li> </ul>
<b>Target 4.3</b>	<p>By 2024, continually increase the percentage of positive responses to school implemented student surveys from Be You (to be finalised)</p>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	<p>Strengthen the health and wellbeing of students</p>
<b>Key Improvement Strategy 4.b</b>	<p>Develop and embed a whole-school approach to social and emotional wellbeing</p>

Health and wellbeing	
<b>Key Improvement Strategy 4.c</b> Health and wellbeing	Embed whole school expectations and strengthen practices in inclusion

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>-90% of students, participating in the Tutor Learning Initiative, will make 12-18 months progress in Reading &amp; Viewing-90% of students with Numeracy IEP's will meet their benchmark growth.</p>
To improve the learning outcomes of every student in literacy and numeracy.	Yes	<p>By 2024, increase the percentage of students achieving in top 2 bands NAPLAN in Year 3 in:</p> <ul style="list-style-type: none"> <li>• reading from 59% (2019) to 70% (2024)</li> <li>• writing from 69% (2019) to 75% (2024)</li> <li>• numeracy from 38% (2019) to 55% (2024)</li> </ul> <p>Year 5 in:</p> <ul style="list-style-type: none"> <li>• reading from 53% (2019) to 60% (2024)</li> <li>• writing from 39% (2019) to 45% (2024)</li> <li>• numeracy from 51% (2019) to 55% (2024)</li> </ul>	Year 3:Reading 70%Writing 65%Numeracy 55%Year 5:Reading 65%Writing 50%Numeracy 55%
		<p>By 2024, increase the percentage of students achieving above expected level in Victorian Curriculum Teacher judgement in :</p> <ul style="list-style-type: none"> <li>• reading and viewing from 49% (2019) to 55% (2024)</li> <li>• writing from 27% (2019) to 35% (2024)</li> <li>• number and algebra from 44% (2019) to 52% (2024)</li> </ul> <p>Reduce the percentage of students achieving below expected level in Victorian Curriculum Teacher Judgement in:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 7% (2019) to 4% (2024)</li> </ul>	Above TJ expected level:reading 65% (64% 2022)writing 37% (34% 2022)number 45% (40% 2022)Below TJ expected level:Reading 5% (5% 2022)Writing 10% (14% 2022)Number 7% (9% 2022)

		<ul style="list-style-type: none"> <li>• writing from 9% (2019) to 5% (2024)</li> <li>• number and algebra from 8% (2019) to 4% (2024)</li> </ul>	
		By 2024, reduce the percentage of students achieving below expected growth in Victorian Curriculum Teacher Judgement from 7% (2019) to 5% (2024)	Students achieving below expected growth Reading 5% (7% 2022) Writing 10% (14% 2022) Number 10% (13% 2022)
		<p>By 2024, increase the percentage positive response in the modules and factors of School Staff Survey (SSS):</p> <p>module Leadership -Instructional leadership from 53% (2019) to 75% (2024)</p> <p>module Teaching and Learning –Planning:</p> <ul style="list-style-type: none"> <li>• understand curriculum from 79% (2019) to 85% (2024)</li> <li>• understand formative assessment from 79% (2019) to 85% (2024)</li> </ul> <p>module Teaching and Learning -Evaluation:</p> <ul style="list-style-type: none"> <li>• monitor effectiveness using data from 74% (2019) to 80% (2024)</li> </ul>	School Staff Survey (SSS): Instructional leadership 90% Teaching and Learning – Planning:- understand curriculum 90%- understand formative assessment 85% Teaching and Learning -Evaluation:- monitor effectiveness using data 85%
To increase student engagement in their learning.	Yes	<p>By 2024, increase the percentage of positive response in the Attitudes to School Survey (AToSS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 63% (2019) to 75% (2024)</li> <li>• Effort from 88% (2019) to 90% (2024) tbc</li> <li>• Teacher concern from 76% (2019) to 80% (2024)</li> </ul>	Attitudes to School Survey (AToSS): Student voice and agency 65% (56% 2022) Effort 90% (74% 2022) Teacher concern from 80% (70% 2022)
		<p>By 2024, increase the percentage of positive response in Parent Opinion Survey (POS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 67% (2019) to 80% (2024)</li> <li>• Student motivation &amp; support from 70% (2019) to 82% (2024)</li> <li>• Teacher communication from 54% (2019) to 68% (2024)</li> <li>• Effective teaching from 73% (2019) to 85% (2024)</li> </ul>	Student voice and agency 75% (68% 2022) Student motivation & support 75% (68% 2022) Teacher communication 75% (61% 2022) Effective teaching from 75% (66% 2022)

		<p>By 2024, increase the percentage positive response in the School Staff Survey (SSS) in the following factors:</p> <ul style="list-style-type: none"> <li>Promoting student ownership of learning goals from 84% (2019) to 85% (2024)</li> <li>Parent and community involvement from 78% (2019) to 85% (2024)</li> <li>Use student feedback to improve practice from 68% (2019) to 75% (2024)</li> </ul>	<p>Promoting student ownership of learning goals from 90% (89% 2022)Parent and community involvement from 75% (69% 2022)Use student feedback to improve practice from 70% (67% 2022)</p>
To improve the social and emotional wellbeing of students	Yes	<p>By 2024, increase the percentage positive responses in Attitudes to School Survey (AToSS) in the following factors:</p> <ul style="list-style-type: none"> <li>Sense of confidence from 84% (2019) to 89% (2024)</li> <li>Resilience from 82% (2019) to 86% (2024)</li> </ul> <p>School safety:</p> <ul style="list-style-type: none"> <li>Respect for diversity from 83% (2019) to 88% (2024)</li> <li>Teacher concern from 76% (2019) to 88% (2024)</li> <li>managing bullying from 84% (2019) to 88% (2024)</li> </ul>	<p>Sense of confidence 85% (76% 2022)Resilience (normal to high) 75% (70% 2022)Respect for diversity 80% (73% 2022)Teacher concern 85% (70% 2022)Managing bullying 80% (73% 2022)</p>
		<p>By 2024, increase the percentage of positive responses in SSS for the following factors:</p> <ul style="list-style-type: none"> <li>Trust in students and parents from 81% (2019) to 88% (2024)</li> <li>Teaching and learning –implementation - support growth and learning of whole child from 84% (2019) to 88% (2024)</li> </ul>	<p>Trust in students and parents 85% (77% 2022)Teaching and learning –implementation - support growth and learning of whole child 90% (89% 2022)</p>
		<p>By 2024, continually increase the percentage of positive responses to school implemented student surveys from Be You (to be finalised)</p>	N/A

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b>  <b>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</b></p>
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<b>12 Month Target 1.1</b>	-90% of students, participating in the Tutor Learning Initiative, will make 12-18 months progress in Reading & Viewing -90% of students with Numeracy IEP's will meet their benchmark growth.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
<b>Goal 2</b>	<b>To improve the learning outcomes of every student in literacy and numeracy.</b>	
<b>12 Month Target 2.1</b>	Year 3: Reading 70% Writing 65% Numeracy 55% Year 5: Reading 65% Writing 50% Numeracy 55%	
<b>12 Month Target 2.2</b>	Above TJ expected level: reading 65% (64% 2022) writing 37% (34% 2022) number 45% (40% 2022)	

	Below TJ expected level: Reading 5% (5% 2022) Writing 10% (14% 2022) Number 7% (9% 2022)	
<b>12 Month Target 2.3</b>	Students achieving below expected growth Reading 5% (7% 2022) Writing 10% (14% 2022) Number 10% (13% 2022)	
<b>12 Month Target 2.4</b>	School Staff Survey (SSS): Instructional leadership 90%  Teaching and Learning –Planning: - understand curriculum 90% - understand formative assessment 85% Teaching and Learning -Evaluation: - monitor effectiveness using data 85%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Building practice excellence	Build practice excellence in numeracy and literacy	Yes
<b>KIS 2.b</b> Curriculum planning and assessment	Deepen teacher understanding and knowledge in curriculum planning and assessment	Yes
<b>KIS 2.c</b> Evaluating impact on learning	Embed whole-school practices to evaluate the impact of teaching on learning	No
<b>KIS 2.d</b> Instructional and shared leadership	Further develop middle level instructional leadership	No

<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>Whilst there have been significant improvements into the teaching practices and curriculum development across literacy and numeracy, there is clear room for a focus on embedding a number of evidence based practices introduced across 2021/22 as well as refine/establish more impactful ways of operating to improve achievement in literacy and numeracy. Opportunities for staff to develop their curriculum and assessment knowledge were highlighted through the school staff survey and internal curriculum audits. Our self-evaluation against FISO highlighted that our school is operating at Evolving for both Assessment and Teaching &amp; Learning, highlighting our need to alter and adapt a number of practices, building on areas of current strength to work towards embedding and prioritising practice, curriculum design and assessment in literacy and numeracy.</p>	
<p><b>Goal 3</b></p>	<p><b>To increase student engagement in their learning.</b></p>	
<p><b>12 Month Target 3.1</b></p>	<p>Attitudes to School Survey (AToSS):  Student voice and agency 65% (56% 2022)  Effort 90% (74% 2022)  Teacher concern from 80% (70% 2022)</p>	
<p><b>12 Month Target 3.2</b></p>	<p>Student voice and agency 75% (68% 2022)  Student motivation &amp; support 75% (68% 2022)  Teacher communication 75% (61% 2022)  Effective teaching from 75% (66% 2022)</p>	
<p><b>12 Month Target 3.3</b></p>	<p>Promoting student ownership of learning goals from 90% (89% 2022)  Parent and community involvement from 75% (69% 2022)  Use student feedback to improve practice from 70% (67% 2022)</p>	
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 3.a</b> Intellectual engagement and self-awareness</p>	<p>Building teacher capability to activate student voice and agency within the classroom</p>	<p>No</p>
<p><b>KIS 3.b</b> Intellectual engagement and self-awareness</p>	<p>Create opportunities for student voice and agency in their learning</p>	<p>No</p>
<p><b>KIS 3.c</b></p>	<p>Embed intellectual engagement and self-awareness</p>	<p>Yes</p>



Intellectual engagement and self-awareness		
<b>KIS 3.d</b> Parents and carers as partners	Develop parents and carers as partners in 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.	Our self-evaluation against FISO highlighted that our school is operating at Emerging for Engagement. This indicated that, whilst there are many strengths in our work that impact positively on students' outcomes, there are important areas for whole school development that need to be prioritised around student engagement, which also includes strong relationships and active partnerships with parents and carers. The data through staff and student surveys, alongside observations and audits of learning environments suggests that a key focus on intellectually engaging our students, as well building their self-awareness, plus building partnerships with parents and carers is key to enhancing learning for students. Alongside the work that will be conducted through KIS 2a & 2b, students will be supported to develop their intellectual engagement and self-awareness through carefully designed and delivered literacy and numeracy programs. In addition, following the success of the number of parent learning opportunities through 2021/2022, more opportunities to engage our parents as learners will be crucial to our success.	
<b>Goal 4</b>	<b>To improve the social and emotional wellbeing of students</b>	
<b>12 Month Target 4.1</b>	Sense of confidence 85% (76% 2022) Resilience (normal to high) 75% (70% 2022) Respect for diversity 80% (73% 2022) Teacher concern 85% (70% 2022) Managing bullying 80% (73% 2022)	
<b>12 Month Target 4.2</b>	Trust in students and parents 85% (77% 2022) Teaching and learning –implementation - support growth and learning of whole child 90% (89% 2022)	
<b>12 Month Target 4.3</b>	N/A	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Health and wellbeing	Strengthen the health and wellbeing of students	No

<b>KIS 4.b</b> Health and wellbeing	Develop and embed a whole-school approach to social and emotional wellbeing	No
<b>KIS 4.c</b> Health and wellbeing	Embed whole school expectations and strengthen practices in inclusion	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.	Our self-evaluation against FISO highlighted that our school is operating at Emerging for Engagement and Support & Resources. It is very clear that our school needs to establish different ways of operating to have a greater positive impact on the social and emotional wellbeing of our students. With inconsistent whole school wellbeing and inclusion practices across the school, there is an urgent need to implement and work to embed evidence based practices to improve the systems at our school that support the individual needs of every student.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.			
<b>12 Month Target 1.1</b>	-90% of students, participating in the Tutor Learning Initiative, will make 12-18 months progress in Reading & Viewing -90% of students with Numeracy IEP's will meet their benchmark growth.			
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
<b>Actions</b>	-Embed the existing TLI as an ongoing system to support student learning -Provide professional learning to F-2 teachers and TLI tutors in the UFLI Foundations program -Continue to refine and embed individualised education plans, based on benchmark assessments. -Refine Education support staffing structure to enhance the and support the learning across all cohorts			
<b>Outcomes</b>	Leaders will monitor learning growth and achievement of all students Tutors will implement targeted intervention for a greater number of students Teaches will understand the specific learning needs of every students an will utilise education support staff to maximise their impact Education support staff will have clear goals, objectives and strategies when working with students in the learning space			
<b>Success Indicators</b>	-90% of students deemed capable, participating in the Tutor Learning Initiative, will make 12-18 months progress in Reading & Viewing -90% of students with Numeracy IEP's will meet their benchmark growth.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Document formalised system for intervention and additional learning support, including further embedding of the TLI	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Redefine and restructure education support model across the school	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Further develop IEP processes to specifically meet the needs of more students	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Redefine leadership roles to ensure that wellbeing and mental health needs of students are being met			
<b>Outcomes</b>	<p>Leaders will: use multiple sources of evidence to monitor the wellbeing and mental health of students; work closely with teachers to improve wellbeing practices (including mindfulness and SWPBS)</p> <p>Teachers will: understand the wellbeing and mental health needs of their students; utilise IEP and Safety Plans to plan for and meet the wellbeing and mental health needs of students</p> <p>Students will: be able to articulate and understand their own wellbeing and mental health needs, including being able to seek help when needed</p>			
<b>Success Indicators</b>	Decrease the number of students reporting low resilience, as measured by the attitude to school survey.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Establish new leadership roles to explicitly support the wellbeing and mental health needs of students.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<b>Goal 2</b>	To improve the learning outcomes of every student in literacy and numeracy.
<b>12 Month Target 2.1</b>	Year 3: Reading 70% Writing 65% Numeracy 55% Year 5: Reading 65% Writing 50% Numeracy 55%
<b>12 Month Target 2.2</b>	Above TJ expected level: reading 65% (64% 2022) writing 37% (34% 2022) number 45% (40% 2022)  Below TJ expected level: Reading 5% (5% 2022) Writing 10% (14% 2022) Number 7% (9% 2022)
<b>12 Month Target 2.3</b>	Students achieving below expected growth Reading 5% (7% 2022) Writing 10% (14% 2022) Number 10% (13% 2022)
<b>12 Month Target 2.4</b>	School Staff Survey (SSS): Instructional leadership 90%  Teaching and Learning –Planning: - understand curriculum 90% - understand formative assessment 85% Teaching and Learning -Evaluation: - monitor effectiveness using data 85%
<b>KIS 2.a</b> Building practice excellence	Build practice excellence in numeracy and literacy

<b>Actions</b>	Embed high quality and consistent evidence based instructional practices within the instructional model			
<b>Outcomes</b>	<p>Leaders will: use multiple sources of evidence to track the consistency of evidenced based instructional practices implementation including barriers and enablers; work closely with teachers to improve practice; develop their own peer coaching skills</p> <p>Teachers will: understand the structure of the pedagogical model and evidence based instructional practices; establish/improve peer coaching; skills; use the pedagogical model regularly to design lessons; employ specific and intentional instructional practices to impact the learning of all students</p> <p>Students will: be able to articulate the 'usual' structure of lessons</p> <p>Education support staff will: utilise specific instructional practices to support the learning of students in the learning spaces</p>			
<b>Success Indicators</b>	<p>Improve student outcomes, inline with targets 2.1-2.3.</p> <p>Improved consistency, and reduced variability, of practices across the school as measured by regular curriculum and practice audits and practice observations.</p> <p>Strong positive responses to the professional learning sessions, as measured through the feedback tools throughout the year.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Develop and embed peer coaching and feedback models to support and build consistency of instructional practices	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and present ongoing professional learning to staff around high quality evidence based instructional practices	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2.b</b> Curriculum planning and assessment	Deepen teacher understanding and knowledge in curriculum planning and assessment			
<b>Actions</b>	Embed Science of Language and Reading F-6 Establish Big Ideas in Number & Pathways F-6 Establish Writing assessment, T&L			
<b>Outcomes</b>	Leaders will: work closely with teams to design high quality curriculum and assessment Teachers will: understand the structure of the pedagogical model and evidence based instructional practices; establish/improve peer coaching; skills; use the pedagogical model regularly to design lessons; employ specific and intentional instructional practices to impact the learning of all students Students will: be able to articulate the 'usual' structure of lessons Education support staff will: utilise specific instructional practices to support the learning of students in the learning spaces			
<b>Success Indicators</b>	Improve student outcomes, inline with targets 2.1-2.3. Enhanced curriculum and curriculum design across the school, as measured by regular curriculum audits and observations. Strong positive responses to the professional learning sessions, as measured through the feedback tools throughout the year.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Establish Science of Reading UFLI system F-2	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00



			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a scope and curriculum maps for numeracy, anchored by the Big Ideas in Number (F-4) and Math Pathways (5/6)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$15,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Enhance assessment practices for writing by introducing and embedding the Comparative Judgement Writing Assessment system	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,500.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement the Science of Language and Reading 3-6	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,500.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 3</b>	To increase student engagement in their learning.			
<b>12 Month Target 3.1</b>	Attitudes to School Survey (AToSS): Student voice and agency 65% (56% 2022) Effort 90% (74% 2022) Teacher concern from 80% (70% 2022)			
<b>12 Month Target 3.2</b>	Student voice and agency 75% (68% 2022) Student motivation & support 75% (68% 2022) Teacher communication 75% (61% 2022) Effective teaching from 75% (66% 2022)			

<b>12 Month Target 3.3</b>	Promoting student ownership of learning goals from 90% (89% 2022) Parent and community involvement from 75% (69% 2022) Use student feedback to improve practice from 70% (67% 2022)			
<b>KIS 3.c</b> Intellectual engagement and self-awareness	Embed intellectual engagement and self-awareness			
<b>Actions</b>	Embed goal setting and conference practices across the school			
<b>Outcomes</b>	Leaders will: use multiple sources of evidence to track the consistency of evidenced based instructional practices implementation including barriers and enablers; work closely with teachers to improve conferencing practice Teachers will: understand the how to work with students to conference and set learning goals; utilise curriculum maps and student data to set specific and clear goals with students Students will: be able to articulate goals and how they are working to achieve them			
<b>Success Indicators</b>	Improve student responses, in line with targets 3.1. Improved consistency, and reduced variability, of goal setting and conferencing practices across the school as measured by regular audits and practice observations. All students will have learning goals at their point of need			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Establish expectations and approach for student learning conferences and goal setting	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
<b>KIS 3.d</b> Parents and carers as partners	Develop parents and carers as partners in learning			
<b>Actions</b>	Engage parents through learning sessions with academic and wellbeing focus			
<b>Outcomes</b>	Leaders will: research, design and implement parent/carers learning opportunities throughout the year Teachers will: understand Parents will:			
<b>Success Indicators</b>	Increase parent/carers and community involvement, as outlined in Staff Survey Increased participation in parent learning initiatives			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Design, schedule and implement 2023 parent learning opportunities	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 4</b>	To improve the social and emotional wellbeing of students			

<b>12 Month Target 4.1</b>	Sense of confidence 85% (76% 2022) Resilience (normal to high) 75% (70% 2022) Respect for diversity 80% (73% 2022) Teacher concern 85% (70% 2022) Managing bullying 80% (73% 2022)
<b>12 Month Target 4.2</b>	Trust in students and parents 85% (77% 2022) Teaching and learning –implementation - support growth and learning of whole child 90% (89% 2022)
<b>12 Month Target 4.3</b>	N/A
<b>KIS 4.c</b> Health and wellbeing	Embed whole school expectations and strengthen practices in inclusion
<b>Actions</b>	<p>SWPBS Introduce School-wide Positive Behaviour Support (SWPBS) Establish SWPBS the essential features of Tier 1 Implement SWPBS features with fidelity</p> <p>DIS -Disability Inclusion Establish a whole school plan to communicate and develop parent/community understanding of the Disability Inclusion Model. Develop strategies to improve the way NCCD data is identified, collated and used to support improved teaching and learning decision making across all classrooms. Build staff capacity and knowledge to develop high quality Individual Education Plans.</p>
<b>Outcomes</b>	<p>SWPBS Leaders ensure the whole school community has been consulted to develop the SWPBS mission statement and shared vision. Teachers understand and support the SWPBS philosophy Teachers collect and collaboratively analyse student behaviour data Teachers use agreed practices and consistent language to teach, reinforce and correct behaviour Students articulate the expected behaviours and major and minor behaviours Students identify expected behaviours in different settings</p>

	<p>DIS Established structures and practices that enable teachers to formally record classroom adjustments made to support individual students. Provide professional development opportunities for all teachers to understand the NCCD language associated with adjustments. Improvement of parent-community engagement data.</p>			
<p><b>Success Indicators</b></p>	<p>At least 80% progress on SWPBS Universal Prevention Part A Action Plan. SWPBS self-assessment survey indicates at least 70% of school-wide features 'in place.' Tiered Fidelity inventory score of at least 70% All students in need of adjustments are identified and have an informative, useful and contemporary IEP that is consistently and regularly updated in collaboration with parents. Data on reasonable adjustments across the school is accessible and being used to inform whole school practice and professional development decision making. IRIS alerts are trending down over time. Significant reduction in behavior related incidents between teachers and students across the school. All students currently on the PSD transfer to a DIP over the next 3 years. School-wide Teacher Collective Efficacy (SS) data is improving.</p>			
<p><b>Activities and Milestones</b></p>	<p><b>People Responsible</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Funding Streams</b></p>
<p>Set up the School Wide Positive Behaviour Support initiative across the school</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish the systems and mechanisms for the Disability Inclusion reform, including Tier 2 student support structures and DI profiles	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$28,327.80	\$15,000.00	\$13,327.80
Disability Inclusion Tier 2 Funding	\$140,452.43	\$128,000.00	\$12,452.43
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$168,780.23</b>	<b>\$143,000.00</b>	<b>\$25,780.23</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Document formalised system for intervention and additional learning support, including further embedding of the TLI	\$80,000.00
Redefine and restructure education support model across the school	\$10,000.00
Further develop IEP processes to specifically meet the needs of more students	\$5,000.00
Establish Science of Reading UFLI system F-2	\$10,000.00
Establish expectations and approach for student learning conferences and goal setting	\$2,000.00
Design, schedule and implement 2023 parent learning opportunities	\$5,000.00
Establish the systems and mechanisms for the Disability Inclusion reform, including Tier 2 student support structures and DI profiles	\$120,000.00
<b>Totals</b>	<b>\$232,000.00</b>



## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Document formalised system for intervention and additional learning support, including further embedding of the TLI	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Further develop IEP processes to specifically meet the needs of more students	from: Term 1 to: Term 4	\$4,000.00	<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)
Establish Science of Reading UFLI system F-2	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Establish expectations and approach for student learning conferences and goal setting	from: Term 1 to: Term 2	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$15,000.00	

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Redefine and restructure education support model across the school	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul>
Further develop IEP processes to specifically meet the needs of more students	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul>
Design, schedule and implement 2023 parent learning opportunities	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>•</li> </ul>
Establish the systems and mechanisms for the Disability Inclusion reform, including Tier 2 student support structures and DI profiles	from: Term 1 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Totals</b>		\$128,000.00	

## Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop and embed peer coaching and feedback models to support and build consistency of instructional practices	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and 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"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Develop and present ongoing professional learning to staff around high quality evidence based instructional practices	<input checked="" type="checkbox"/> Assistant Principal <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"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Establish Science of Reading UFLI system F-2	<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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop a scope and curriculum maps for numeracy, anchored by the	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Big Ideas in Number (F-4) and Math Pathways (5/6)	<input checked="" type="checkbox"/> PLC Leaders	to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Numeracy Toolkit <input checked="" type="checkbox"/> Numeracy leader	
Enhance assessment practices for writing by introducing and embedding the Comparative Judgement Writing Assessment system	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Implement the Science of Language and Reading 3-6	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Establish expectations and approach for student learning conferences and goal setting	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<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
Set up the School Wide Positive Behaviour Support initiative across the school	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site