

2020 Annual Implementation Plan

for improving student outcomes

Gordon Primary School (0755)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	Our PLC focus and PMSS participation assist greatly here
Considerations for 2020	Numeracy growth to be the focus across the school. Monitored through 3 and 5.
Documents that support this plan	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>To ensure the achievement of high-quality educational outcomes and strong learning growth for all students with a focus on Literacy, Numeracy, and Critical and Creative Thinking</p>
<p>Target 1.1</p>	<ul style="list-style-type: none"> • Each student deemed capable, to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment schedule) • The NAPLAN Year 3 to 5 Relative Gain measures to consistently show: <ul style="list-style-type: none"> • Greater than 25 per cent of students making high relative gain (or at least maintaining the average percentage reported in the Supplementary school level report in Numeracy, Writing, Reading). • 15 per cent or less of students making low relative gain. • Increasing the percentage of Year P-6 students receiving A and B grades based on the average of the past three years' proportions • To at least maintain the percentage of Year 5 students assessed in the top two NAPLAN Bands for their year level in Reading, Writing and Numeracy at similar percentages to when they were in Year 3 two years earlier • Each student deemed capable, to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment schedule) • The NAPLAN Year 3 to 5 Relative Gain measures to consistently show: <ul style="list-style-type: none"> • Greater than 25 per cent of students making high relative gain (or at least maintaining the average percentage reported in the Supplementary school level report in Numeracy, Writing, Reading). • 15 per cent or less of students making low relative gain. • Increasing the percentage of Year P-6 students receiving A and B grades based on the average of the past three years' proportions • To at least maintain the percentage of Year 5 students assessed in the top two NAPLAN Bands for their year level in Reading, Writing and Numeracy at similar percentages to when they were in Year 3 two years earlier
<p>Key Improvement Strategy 1.a Building practice excellence</p>	<p>Join and implement the primary Math's Specialist initiative 2019 - 20</p>

Key Improvement Strategy 1.b Building practice excellence	Implement the PLC including networking with a cluster of similar schools
Goal 2	To develop students who are engaged and connected to their learning.
Target 2.1	Maintain and/or attain ninety per cent or greater positive responses in the following teaching and learning factors. <ul style="list-style-type: none"> • <i>'effective teaching practice for cognitive engagement'</i> • <i>'learner characteristics and dispositions'</i> b. Attendance rates to increase to 95%
Key Improvement Strategy 2.a Building communities	Implement Attendance policy with a focus on 5 students with a total of over 300 days between them.
Goal 3	To build resilient students who display behaviours and attitudes that reflect the school values.
Target 3.1	Maintain and/or attain ninety per cent or greater positive responses in the following teaching and learning factors. <ul style="list-style-type: none"> • <i>'social engagement'</i> • <i>'experience of bullying' (decrease in percentage) and</i> • <i>'teacher-student relationships'</i>

<p>Key Improvement Strategy 3.a Setting expectations and promoting inclusion</p>	<p>Implement an agreed whole school approach to student wellbeing aligned with the Gordon Primary School values. 2020 will see Respectful Relationships implemented throughout the community. This will merge with our current school value program.</p>
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Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To ensure the achievement of high quality educational outcomes and strong learning growth for all students with a focus on Literacy, Numeracy, and Critical and Creative Thinking</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Each student deemed capable, to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment schedule) • The NAPLAN Year 3 to 5 Relative Gain measures to consistently show: <ul style="list-style-type: none"> • Greater than 25 per cent of students making high relative gain (or at least maintaining the average percentage reported in the Supplementary school level report in Numeracy, Writing, Reading). • 15 per cent or less of students making low relative gain. • Increasing the percentage of Year P-6 students receiving A and B grades based on the average of the past three years' proportions • To at least maintain the percentage of Year 5 students assessed in the top two NAPLAN Bands for their year level in Reading, Writing and Numeracy at similar percentages to when they were in Year 3 two years earlier • Each student deemed capable, to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment schedule) 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Each student deemed capable, to make at least one Victorian Curriculum level of learning in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment schedule)</p> <ul style="list-style-type: none"> - Greater than 25 per cent of students in grade 5 making high relative gain in writing, numeracy and reading. •15 per cent or less of students making low relative gain in the same areas. •35% of Year P-6 students receiving A and B grades based on teacher judgement (teacher judgement to remain accurate) •60% of students in the top two NAPLAN Bands for their year level in Reading, Writing and Numeracy at similar percentages to when they were in Year 3 two years earlier

		<ul style="list-style-type: none"> ● The NAPLAN Year 3 to 5 Relative Gain measures to consistently show: <ul style="list-style-type: none"> ● Greater than 25 per cent of students making high relative gain (or at least maintaining the average percentage reported in the Supplementary school level report in Numeracy, Writing, Reading). ● 15 per cent or less of students making low relative gain. ● Increasing the percentage of Year P-6 students receiving A and B grades based on the average of the past three years' proportions ● To at least maintain the percentage of Year 5 students assessed in the top two NAPLAN Bands for their year level in Reading, Writing and Numeracy at similar percentages to when they were in Year 3 two years earlier 	
<p>To develop students who are engaged and connected to their learning.</p>	<p>Yes</p>	<p>Maintain and/or attain ninety per cent or greater positive responses in the following teaching and learning factors.</p> <ul style="list-style-type: none"> ● <i>'effective teaching practice for cognitive engagement'</i> ● <i>'learner characteristics and dispositions'</i> <p>b. Attendance rates to increase to 95%</p>	<p>Maintain ninety per cent or greater positive responses in the following teaching and learning factors.</p> <ul style="list-style-type: none"> ● <i>'effective teaching practice for cognitive engagement'</i> ● <i>'learner characteristics and dispositions'</i> <p>b. Attendance rates to increase to 95%</p>

To build resilient students who display behaviours and attitudes that reflect the school values.	Yes	<p>Maintain and/or attain ninety per cent or greater positive responses in the following teaching and learning factors.</p> <ul style="list-style-type: none"> • ‘social engagement’ • ‘experience of bullying’ (decrease in percentage) and • ‘teacher-student relationships’ 	<p>Maintain ninety per cent or greater positive responses in the following teaching and learning factors.</p> <ul style="list-style-type: none"> •‘social engagement’ • ‘experience of bullying’ (decrease in percentage) and • ‘teacher-student relationships’
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Goal 1	To ensure the achievement of high quality educational outcomes and strong learning growth for all students with a focus on Literacy, Numeracy, and Critical and Creative Thinking	
12 Month Target 1.1	<p>Each student deemed capable, to make at least one Victorian Curriculum level of learning in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment schedule)</p> <ul style="list-style-type: none"> - Greater than 25 per cent of students in grade 5 making high relative gain in writing, numeracy and reading. •15 per cent or less of students making low relative gain in the same areas. •35% of Year P-6 students receiving A and B grades based on teacher judgement (teacher judgement to remain accurate) •60% of students in the top two NAPLAN Bands for their year level in Reading, Writing and Numeracy at similar percentages to when they were in Year 3 two years earlier 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Join and implement the primary Maths Specialist initiative 2019 - 20	Yes
KIS 2 Building practice excellence	Implement the PLC including networking with a cluster of similar schools	Yes

<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>We are in the 2019-20 intake and move to the "improve school phase" in 2020. This will assist us move to excelling in numerous areas of the self-evaluation. Our Numeracy growth data is of particular concern when looking at the advanced learner. Staff need to move to the new instructional model developed in 2019. While data improvement was not evident in 2019, it was not expected either. 2020 will see the impact of the initiative and work done.</p>	
<p>Goal 2</p>	<p>To develop students who are engaged and connected to their learning.</p>	
<p>12 Month Target 2.1</p>	<p>Maintain ninety per cent or greater positive responses in the following teaching and learning factors.</p> <ul style="list-style-type: none"> •‘effective teaching practice for cognitive engagement’ •‘learner characteristics and dispositions’ <p>b. Attendance rates to increase to 95%</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Building communities</p>	<p>Implement Attendance policy with a focus on 5 students with a total of over 300 days between them.</p>	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>This is a focus area of our SP from the 2017 review. While we have seen gain in attendance rates, we still have improvement to get to 95% (10 days a year). a handful of students are responsible for over 50% of the days absent. Continued focus on engagement both in room and with the families.</p> <p>ATS data continues to be strong. 2020 will see a focus on teacher engagement in numeracy.</p>	

Goal 3	To build resilient students who display behaviours and attitudes that reflect the school values.	
12 Month Target 3.1	Maintain ninety per cent or greater positive responses in the following teaching and learning factors. <ul style="list-style-type: none"> • 'social engagement' • 'experience of bullying' (decrease in percentage) and • 'teacher-student relationships' 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Implement an agreed whole school approach to student wellbeing aligned with the Gordon Primary School values. 2020 will see Respectful Relationships implemented throughout the community. This will merge with our current school value program.	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.	2020 will see Respectful Relationships as a focus across the school. Initial training has taken place, with "buy in" evident from the school community. This is also a targeted area in the 2017 - 21 SP.	

Define Actions, Outcomes and Activities

Goal 1	To ensure the achievement of high-quality educational outcomes and strong learning growth for all students with a focus on Literacy, Numeracy, and Critical and Creative Thinking
12 Month Target 1.1	<p>Each student deemed capable, to make at least one Victorian Curriculum level of learning in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment schedule)</p> <ul style="list-style-type: none"> - Greater than 25 per cent of students in grade 5 making high relative gain in writing, numeracy and reading. •15 per cent or less of students making low relative gain in the same areas. •35% of Year P-6 students receiving A and B grades based on teacher judgement (teacher judgement to remain accurate) •60% of students in the top two NAPLAN Bands for their year level in Reading, Writing and Numeracy at similar percentages to when they were in Year 3 two years earlier
KIS 1 Building practice excellence	Join and implement the primary Maths Specialist initiative 2019 - 20
Actions	<p>Gordon PS has selected the KIS Consistent implementation of the Gordon PS Instructional model for the second year in a row. The first year, actions related to refining the instructional model and delivering initial teacher professional learning to support its understanding and use. Classroom observations, coaching sessions and learning walks throughout the year showed that teachers are using the model; however much more work is needed in this area</p> <p>This year, Gordon PS has chosen the following Actions in order to deepen consistency of practice:</p> <ul style="list-style-type: none"> - Further develop and implement a peer coaching model to support consistent implementation of the instructional model - Develop an induction process to ensure our new staff and Casual Relief Teachers are trained in our instructional model - Numeracy specialists appointed and provided with 0.5 TR each to provide coaching and support. - additional 10 days of PD for each specialist - weekly coaching sessions for all staff in numeracy
Outcomes	<p>Gordon PS expect to observe changes in knowledge, skills and behaviours for the whole community. Outcomes expected include:</p> <ul style="list-style-type: none"> - Strong growth (NAPLAN) 3 - 5 in 2020

	- ATS to improve or maintain in the following area... Confidence in teaching, effective teaching, high expectations, collective efficacy, staff trust and parent community.			
Success Indicators	<p>ATS: parent survey data to show 90% or greater in Confidence in teaching, effective teaching, high expectations,</p> <p>Staff survey data to show 90% or greater positive response in collective efficacy, staff trust and parent community.</p> <p>All students deemed capable to make medium or high growth in NAPLAN numeracy 2020. This will include a minimum of 25% high growth.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
- Further develop and implement a peer coaching model to support consistent implementation of the instructional model	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
- Develop an induction process to ensure our new staff and Casual Relief Teachers are trained in our instructional model	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
- Numeracy specialists appointed and provided with 0.5 TR each to provide coaching and support.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$120,000.00 <input type="checkbox"/> Equity funding will be used
- additional 10 days of PD for each specialist	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used

- weekly coaching sessions for all staff in numeracy / peer observation model to continue. Fortnightly PMSS sessions / PD for staff	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
ES staff appointed to assist teachers with identified students	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Implement the PLC including networking with a cluster of similar schools			
Actions	<p>Gordon PS has selected the KIS to assist with the implementation of the inquiry cycle to support our instructional model. initial teacher professional learning for 4 staff across the school has taken place in 2019. Their knowledge has been shared and the PLC process has been implemented in its initial phase towards the end of 2019. Staff feedback suggests that we are on the right track and further development is needed.</p> <p>This year, Gordon PS has chosen the following Actions in order to deepen consistency of practice:</p> <ul style="list-style-type: none"> - weekly PLC (whole staff) - weekly whole staff (moderation, PD) - PD on the inquiry cycle and implementation 			
Outcomes	<p>We expect to see a professional approach to T and L from all staff including:</p> <ul style="list-style-type: none"> - inquiry cycle evidence (minutes of meeting) - ATS (teacher collaboration, shared efficacy and trust in colleagues) 			
Success Indicators	<ul style="list-style-type: none"> - inquiry cycle evidence (minutes of meeting) to show effective implementation of the inquiry cycle - ATS (teacher collaboration, shared efficacy and trust in colleagues) to show greater than 90% positive responses. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

- weekly PLC (whole staff)	<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
- weekly whole staff (moderation, PD)	<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
- PD on the inquiry cycle and implementation	<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
LS appointed for 2020	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$115,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To develop students who are engaged and connected to their learning.			
12 Month Target 2.1	Maintain ninety per cent or greater positive responses in the following teaching and learning factors. •'effective teaching practice for cognitive engagement' •'learner characteristics and dispositions'			

	b. Attendance rates to increase to 95%
KIS 1 Building communities	Implement Attendance policy with a focus on 5 students with a total of over 300 days between them.
Actions	Gordon PS has selected the KIS developing engaged and connected students for the second year in a row. The first year, Actions relating to engagement and attendance follow-up supported its understanding and use. Attendance rates, parent communication and ATS data showed that teachers were using the suggested strategies with affect; however, there is still work required in this area.
Outcomes	<p>This year, Gordon PS has chosen the following Actions in order to deepen consistency of practice:</p> <ul style="list-style-type: none"> •Develop and implement an attendance recognition program where high attendance is recognised and concerning attendance is acted on •Develop an induction process to ensure new and returning staff and Casual Relief Teachers are trained in the expectations of Gordon PS <ul style="list-style-type: none"> - Phone calls home to absent students without explanation - Rewards for 100% attendance / Classroom attendance award (winners) - Promotion of "absence v's school outcomes" <p>The school expects to see the following Outcomes (changes in knowledge, skills or behaviours).</p> <p>Leaders will: use multiple sources of evidence to track Engagement and attendance, including barriers and enablers.</p> <p>Teachers will: understand their requirements; establish/improve peer coaching; skills; use the inquiry model regularly to plan and deliver lessons</p> <p>Students will: be able to articulate the 'usual' structure of lessons</p>
Success Indicators	<p>a. Maintain and/or attain ninety per cent or greater positive responses in the following teaching and learning factors.</p> <ul style="list-style-type: none"> • 'effective teaching practice for cognitive engagement'

	<ul style="list-style-type: none"> • 'learner characteristics and dispositions' b. Attendance rates to increase to 95% 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> •Develop and implement an attendance recognition program where high attendance is recognised and concerning attendance is acted on • 	<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
Develop an induction process to ensure new and returning staff and Casual Relief Teachers are trained in the expectations of Gordon PS. including: <ul style="list-style-type: none"> - Phone calls home to absent students without explanation - Compass requirements - instructional model expectations - PLC expectations 	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> - Rewards for 100% attendance / classroom attendance award (winners) - Promotion of "absence v's school outcomes" 	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To build resilient students who display behaviours and attitudes that reflect the school values.			
12 Month Target 3.1	Maintain ninety per cent or greater positive responses in the following teaching and learning factors. <ul style="list-style-type: none"> •'social engagement' • 'experience of bullying' (decrease in percentage) and 			

	• 'teacher-student relationships'			
KIS 1 Setting expectations and promoting inclusion	Implement an agreed whole school approach to student wellbeing aligned with the Gordon Primary School values. 2020 will see Respectful Relationships implemented throughout the community. This will merge with our current school value program.			
Actions	Gordon PS has selected the KIS to build resilient students for the first year. This is in response to the SP requirement. Within this KIS we will implement agreed whole school approaches to Respect, Resilience and Responsibility development. We will also take part in and Implement Respectful Relationships			
Outcomes	We will a. Establish a working group to be trained in the implementation of Respectful Relationships for our community b. Develop a consistent language across the school			
Success Indicators	Maintain and/or attain ninety per cent or greater positive responses in the following teaching and learning factors. • 'social engagement' • 'experience of bullying' (decrease in percentage) and • 'teacher-student relationships' ATS staff will show improved responses in respect for others (8% to 4% negative)			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish a working group to be trained in the implementation of Respectful Relationships for our community	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Develop a consistent language across the school	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$50,000.00	\$8,500.00
Additional Equity funding	\$1,600.00	\$1,500.00
Grand Total	\$51,600.00	\$10,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
ES staff appointed to assist teachers with identified students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$50,000.00	\$8,500.00
Totals			\$50,000.00	\$8,500.00

Additional Equity Spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Get Reading Right	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)	\$1,600.00	\$1,500.00
Totals			\$1,600.00	\$1,500.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
- Further develop and implement a peer coaching model to support consistent implementation of the instructional model	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
- Develop an induction process to ensure our new staff and Casual Relief Teachers are trained in our instructional model	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
- Numeracy specialists appointed and provided with 0.5 TR each to provide coaching and support.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
- additional 10 days of PD for each specialist	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site PMSS

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
- weekly coaching sessions for all staff in numeracy / peer observation model to continue. Fortnightly PMSS sessions / PD for staff	<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"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
- weekly PLC (whole staff)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
- weekly whole staff (moderation, PD)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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
- PD on the inquiry cycle and implementation	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

LS appointed for 2020	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
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