

**2023 Annual Implementation Plan  
for improving student outcomes**

St Kilda Primary School (1479)



Submitted for review by Susan Higgins (School Principal) on 20 January, 2023 at 10:21 AM  
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 09 February, 2023 at 01:04 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.	Embedding
	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	Embedding
	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	Embedding
	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>COVID continued to contribute to much disruption to school routines for both students and staff which had a detrimental impact on learning. Our challenge was to reset and create a calm and orderly environment as students returned to full time, on-site learning. Student absenteeism was excessive throughout the year due to illness and extensive holidays with many families taking the opportunity to travel overseas and interstate to see extended family.</p> <p>Significant student behavioural issues occurred P-6, at times, negatively impacted classroom climate and programs.</p> <p>Teachers continued to work in a collaborative capacity to plan learning to meet the needs of our students, which aligned with our AIP KIS and actions.</p> <p>Bringing the school community back together and increasing the activity levels of our students was a priority.</p> <p>A SEL was created to address the wellbeing needs of our students. A particular cohort (Year 5) proved to have extensive behavioural</p>
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	<p>challenges and this was considered by the leadership team and teaching staff when formulating class structures for 2023.</p> <p>The RRRR program was introduced and implemented Prep to Year 6.</p> <p>We introduced Restorative Practices which proved to be effective for both students and staff. Having a shared understanding of the model and common language to draw upon provided an excellent structure.</p> <p>The introduction of the DIP process caused significant challenges both in regard to effectively supporting students and making employment decisions for ES staff.</p> <p>Parents strongly voiced their opinions regarding staff absences, disrupted learning programs and the need for a change to the senior school class structure and student leadership model.</p> <p>Extensive student feedback on the current Seito Kai leadership model led to the introduction of a new approach which will prove to be more encompassing of students interest areas and active involvement in leading aspects of school life.</p> <p>A RAP Team was formed and plan drafted.</p>
<p><b>Considerations for 2023</b></p>	<p>With the formulation of a new leadership team, the focus will be on clear communication, distributive leadership, clarity of roles and effective teamwork</p> <p>2023 will be our School Review. A priority will be to ensure the school is well prepared and the community is well informed and involved</p> <p>Monitor the classroom climate across the school. The leadership and wellbeing teams to play an active role in assessing student engagement and wellbeing</p> <p>Sharpen the focus on pedagogical practice, particularity in Writing and formative assessment</p> <p>Continue building the staff capacity to use student data to provide differentiated instruction to meet the needs of all students</p> <p>Use Observing to Learn, so staff understand and share strategies to be used when teaching small groups and managing their class</p> <p>Closely monitor student absenteeism</p> <p>To strengthen and formalise the PLC model to be highly effective</p> <p>Broaden the base of active student involvement in leading, motivating and making a difference within our school and local community</p> <p>Continue with the Learning Enrichment Program to support students who show strengths across the curriculum</p> <p>Encouraging the school community back into our classrooms</p> <p>Strongly communicate and promote student efforts and achievements with our community, with a focus on using student voice</p> <p>Shine a light on whole school community engagement, spirit and involvement</p> <p>The Social and Emotional Learning Team to continue investigating potential programs to support the needs of the students</p> <p>Additional support time to enable Prep staff to gather data for DIP applications, of which there will be several in the 2023 cohort</p> <p>Finalise the Reconciliation Action Plan and leadership/staff to work with KESO on CUST actions</p> <p>Greater student participation in reviewing policies, involvement in staff planning days and involvement in planning, monitoring and evaluating their own learning</p> <p>Learning specialist trained to be a mentor to graduates, including VIT enquiry process.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b></p> <p>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>
<b>Target 1.1</b>	Support for the 2023 Priorities
<p><b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension</p>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<p><b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension</p>	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improve student achievement and learning growth in writing.
<b>Target 2.1</b>	<p>Across 2020–23, increase the percentage of students in the top two bands in Year 3 to Year 5:</p> <ul style="list-style-type: none"> <li>• Year 3 Writing to increase from 57% (2018) to 70% or above</li> <li>• Year 5 Writing to increase from 27% (2018) to 70% or above</li> </ul>
<b>Target 2.2</b>	In each year of the SSP, 90% of students will demonstrate 12 months or more learning growth in writing using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data.
<b>Target 2.3</b>	<p>By 2023, the percentage positive endorsement in the Staff Survey will be:</p> <ul style="list-style-type: none"> <li>• Professional learning through peer observation—60% or above (from 37.5% in 2019)</li> </ul>

<b>Key Improvement Strategy 2.a</b> Building practice excellence	Develop and embed a shared instructional model for teaching writing consistently across the school.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Strengthen the capacity of teachers and teams to use assessment data and evidence to plan a differentiated teaching and learning program for writing that targets point of learning need of all students, including high performing students.
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Use coaching, modelling, peer observation and feedback in professional learning to enable greater consistency, shared accountability and collective responsibility for improved outcomes in writing.
<b>Goal 3</b>	Improve student achievement and learning growth in numeracy.
<b>Target 3.1</b>	By 2023, increase the percentage of students in the NAPLAN top two bands in numeracy in Year 5 from 42% (2018) to 60% or above.
<b>Target 3.2</b>	In each year of the SSP, 90% of students will demonstrate 12 months or more learning growth in numeracy using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data.
<b>Target 3.3</b>	By 2023 the percentage positive endorsement of Staff Survey will be: <ul style="list-style-type: none"> <li>• Teacher collaboration—Staff seek advice from colleagues and participate in collaborative discussion to improve teaching and learning to be 80 or above (from 62.4 in 2019)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Develop a continua of mathematical concepts and skill development through planning for numeracy teaching and learning.
<b>Key Improvement Strategy 3.b</b>	Develop and embed a shared model for assessing numeracy consistently across the school.

Evidence-based high-impact teaching strategies	
<b>Key Improvement Strategy 3.c</b> Evaluating impact on learning	Implement a teacher inquiry process that enables teachers to analyse numeracy assessment data, use it to inform teaching and evaluate the impact of teaching on student learning.
<b>Key Improvement Strategy 3.d</b> Building practice excellence	Challenge and support teachers to improve their instructional practices through participation in a peer observation and feedback process
<b>Goal 4</b>	Improve student agency and social engagement.
<b>Target 4.1</b>	By 2023, the Parent Survey factor 'Teachers communicate with me often enough about my child's progress' will increase from 64% (2019) to 75%.
<b>Target 4.2</b>	By 2023, the AToSS factor 'Student Voice and Agency' will increase for <ul style="list-style-type: none"> <li>• Year 4 boys from 85% to 90%</li> <li>• Year 5 boys from 77% to 90%</li> </ul> By 2023, the absence data for the Year 5 Boys will decrease from 31% (2019) to 15%
<b>Target 4.3</b>	By 2023, the AToSS factor 'Motivation and Interest: 'I am learning things that interest me' will increase for Year 5 boys from 72% to 85%.
<b>Key Improvement Strategy 4.a</b> Intellectual engagement and self-awareness	Develop students' skills and capability to set their own goals, reflect on and direct their own day to day learning
<b>Key Improvement Strategy 4.b</b>	Enhance learning partnerships and communication between students, parents and the school so families can understand the learning progress of their children and how to effectively support learning.

Parents and carers as partners	
<b>Key Improvement Strategy 4.c</b> Setting expectations and promoting inclusion	Build teachers' capacity to involve students in continuous school improvement.



## 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>To increase the percent of Year 3 students in the Top 2 bands from 43% in 2022 to 50% in 2023 To increase the percent of Year 5 students in the Top 2 bands from 35% in 2022 to 40% in 2023 95% of students making 12 months or more growth in Number in P-4 90% of students making 12 months or more growth in Number in Y5 and 6 AToSS: Student Voice and Agency - Year 4 and 5 boys will increase from 78% and 50% respectively to 80% AToSS: Motivation and Interest - Year 5 boys will increase from 59% to 85% POS: Teachers communicate with me often enough about my child's progress will increase from 71% in 2022 to 75% in 2023 SSS: Teaching and Learning - Practice Improvement - Teachers in this school regularly engage in professional learning through peer observation to increase from 38% in 2022 to 60% in 2023 Attendance: To see a significant decrease in student unexplained absences Prep-Year 6. Monitor and address Unexplained absences (DET focus): 1,686.5 days taken by 297 students (2022) Prep-6 to decrease by 50% to approximately 800 days.</p>
Improve student achievement and learning growth in writing.	Yes	<p>Across 2020–23, increase the percentage of students in the top two bands in Year 3 to Year 5:</p> <ul style="list-style-type: none"> <li>Year 3 Writing to increase from 57% (2018) to 70% or above</li> <li>Year 5 Writing to increase from 27% (2018) to 70% or above</li> </ul>	<p>Year 3 Writing in the Top 2 bands to increase from 56% (2022) to 70% or above in 2023 Year 5 Writing in the Top 2 bands to increase from 17% (2022) to 50% or above in 2023</p>

		In each year of the SSP, 90% of students will demonstrate 12 months or more learning growth in writing using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data.	90% of students making 12 months or more learning growth in Writing 5% of children currently below expected level in Writing to make more than 12 months growth
		By 2023, the percentage positive endorsement in the Staff Survey will be: <ul style="list-style-type: none"> <li>Professional learning through peer observation—60% or above (from 37.5% in 2019)</li> </ul>	SSS: Teaching and Learning - Practice Improvement - Teachers in this school regularly engage in professional learning through peer observation to increase from 38% in 2022 to 60% in 2023
Improve student achievement and learning growth in numeracy.	No	By 2023, increase the percentage of students in the NAPLAN top two bands in numeracy in Year 5 from 42% (2018) to 60% or above.	
		In each year of the SSP, 90% of students will demonstrate 12 months or more learning growth in numeracy using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data.	
		By 2023 the percentage positive endorsement of Staff Survey will be: <ul style="list-style-type: none"> <li>Teacher collaboration—Staff seek advice from colleagues and participate in collaborative discussion to improve teaching and learning to be 80 or above (from 62.4 in 2019)</li> </ul>	
Improve student agency and social engagement.	No	By 2023, the Parent Survey factor ‘Teachers communicate with me often enough about my child’s progress’ will increase from 64% (2019) to 75%.	
		By 2023, the AToSS factor ‘Student Voice and Agency’ will increase for <ul style="list-style-type: none"> <li>Year 4 boys from 85% to 90%</li> </ul>	

		<ul style="list-style-type: none"> <li>Year 5 boys from 77% to 90%</li> </ul> <p>By 2023, the absence data for the Year 5 Boys will decrease from 31% (2019) to 15%</p>	
		<p>By 2023, the AToSS factor 'Motivation and Interest: 'I am learning things that interest me' will increase for Year 5 boys from 72% to 85%.</p>	

<b>Goal 1</b>	<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>		
<b>12 Month Target 1.1</b>	<p>To increase the percent of Year 3 students in the Top 2 bands from 43% in 2022 to 50% in 2023          To increase the percent of Year 5 students in the Top 2 bands from 35% in 2022 to 40% in 2023          95% of students making 12 months or more growth in Number in P-4          90% of students making 12 months or more growth in Number in Y5 and 6          AToSS: Student Voice and Agency - Year 4 and 5 boys will increase from 78% and 50% respectively to 80%          AToSS: Motivation and Interest - Year 5 boys will increase from 59% to 85%          POS: Teachers communicate with me often enough about my child's progress will increase from 71% in 2022 to 75% in 2023          SSS: Teaching and Learning - Practice Improvement - Teachers in this school regularly engage in professional learning through peer observation to increase from 38% in 2022 to 60% in 2023          Attendance: To see a significant decrease in student unexplained absences Prep-Year 6. Monitor and address Unexplained absences (DET focus): 1,686.5 days taken by 297 students (2022) Prep-6 to decrease by 50% to approximately 800 days.</p>		
<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>Improve student achievement and learning growth in writing.</b>	
<b>12 Month Target 2.1</b>	Year 3 Writing in the Top 2 bands to increase from 56% (2022) to 70% or above in 2023 Year 5 Writing in the Top 2 bands to increase from 17% (2022) to 50% or above in 2023	
<b>12 Month Target 2.2</b>	90% of students making 12 months or more learning growth in Writing 5% of children currently below expected level in Writing to make more than 12 months growth	
<b>12 Month Target 2.3</b>	SSS: Teaching and Learning - Practice Improvement - Teachers in this school regularly engage in professional learning through peer observation to increase from 38% in 2022 to 60% in 2023	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Building practice excellence	Develop and embed a shared instructional model for teaching writing consistently across the school.	No
<b>KIS 2.b</b> Curriculum planning and assessment	Strengthen the capacity of teachers and teams to use assessment data and evidence to plan a differentiated teaching and learning program for writing that targets point of learning need of all students, including high performing students.	Yes
<b>KIS 2.c</b> Building practice excellence	Use coaching, modelling, peer observation and feedback in professional learning to enable greater consistency, shared accountability and collective responsibility for improved outcomes in writing.	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.

NAPLAN data continues to be a concern, in particular for our Yr 5 children. As we move in to a less disrupted year, we plan to revise and implement the actions that we have planned in previous years. We have focused heavily on Numeracy for the past few years with the introduction of 3 maths leaders driving professional learning across the school. The percentage of chdn making 12 months or more in writing did not meet our 85% target in 2022 according to teacher judgement.

## 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>	To increase the percent of Year 3 students in the Top 2 bands from 43% in 2022 to 50% in 2023 To increase the percent of Year 5 students in the Top 2 bands from 35% in 2022 to 40% in 2023 95% of students making 12 months or more growth in Number in P-4 90% of students making 12 months or more growth in Number in Y5 and 6 AToSS: Student Voice and Agency - Year 4 and 5 boys will increase from 78% and 50% respectively to 80% AToSS: Motivation and Interest - Year 5 boys will increase from 59% to 85% POS: Teachers communicate with me often enough about my child's progress will increase from 71% in 2022 to 75% in 2023 SSS: Teaching and Learning - Practice Improvement - Teachers in this school regularly engage in professional learning through peer observation to increase from 38% in 2022 to 60% in 2023 Attendance: To see a significant decrease in student unexplained absences Prep-Year 6. Monitor and address Unexplained absences (DET focus): 1,686.5 days taken by 297 students (2022) Prep-6 to decrease by 50% to approximately 800 days.
<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>	Build staff capacity in formative assessment practices and differentiation in numeracy in order to identify and meet students individual learning needs.
<b>Outcomes</b>	Leaders will: Have a clear understanding of how formative assessment data is used to inform planning for differentiated teaching in Mathematic Have an understanding of where teachers are in their learning journey and continue to plan professional learning to match their needs Teachers will: Be able to use formative assessment to plan for differentiated teaching Provide effective feedback to students and make assessment practices transparent Students will: Students will know their strengths and what their 'next steps' will be in their learning Students will be more confident mathematicians in the way they talk about Mathematics.
<b>Success Indicators</b>	Essential Assessment data will track student's growth in each of the specific areas studied throughout the year Maths Online Data will be used to track student progress from 2022 Using counting assessment data to track P-2 students throughout the year (termly)

Semester 1 and 2 Teacher Judgement data Student survey data to highlight the development of a positive mindset towards learning				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Create 2 Learning Specialist roles with 1 day per fortnight or half day per week.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$42,088.20  <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
Explore formative assessment practices to identify next steps and how we might make this transparent to our students.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 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

<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>	Staff to focus on developing strong, meaningful relationships with all students in their class and to cater for their individual needs (emotionally, socially and academically) In communicating with parents, staff to emphasize the academic focus of learning
<b>Outcomes</b>	Leaders will: Have a deep understanding of the RRRR program which will inform the whole school action plan Know the effectiveness of the implementation of the RRRR and Restorative Practices programs Monitor the mental health of staff through wellbeing sessions and being more present in the classrooms Induct and ensure new staff have a clear understanding of wellbeing programs enacted at the school  Teachers will: Know how to confidently implement the RRRR and Restorative Practices programs and utilize them to meet the needs of their students Listen to and value the voices of students to review and develop a more effective and inclusive approach to student leadership and promote active student engagement Understand their responsibilities in regard to Mandatory Reporting, Child Safety, Chronicles uploads and addressing medical issues Effectively communicate wellbeing matters via LAT (Child Safety), Chronicles, RRRR team and Welfare Team Year 5/6 staff to focus on building student relationships in Year 5 and 6 through 'The Canopy' and monitor this approach to student leadership  ES Staff (Integration Aides): Understand how to adapt the RRRR program to support their students Actively encourage leadership/interest opportunities for their students  ES Staff: Understand their responsibilities in regard to Mandatory Reporting, Child Safety, Chronicles uploads and addressing medical issues Effectively communicate wellbeing matters via LAT (Child Safety), Chronicles, RRRR team and Welfare Team  Students will: Have an improved understanding of themselves, their emotions and how to respectfully work, play and interact with others Play an active part in launching The Canopy student leadership program Have positive relationships with their teachers (AToSS/class surveys)  Community will: Have an understanding of the RRRR, Restorative Practices, SHINE and wellbeing opportunities through parent workshops, information sessions and Compass posts



	Have a greater understanding of their child's progress through IEP discussions, Seesaw and Compass Feel a greater level of communication about their child's progress			
<b>Success Indicators</b>	RRRR Staff Survey feedback (DE&T) Term 1 Student surveys AToSS: Student Voice and Agency - Year 4 and 5 boys will increase from 78% and 50% respectively to 80% AToSS: Motivation and Interest - Year 5 boys will increase from 59% to 85% POS: Teachers communicate with me often enough about my child's progress will increase from 71% in 2022 to 75% in 2023 Attendance: To see a significant decrease in student unexplained absences Prep-Year 6. Monitor and address Unexplained absences: 1,686.5 days taken by 297 students (2022) Prep-6 to decrease by 50% to approximately 800 days.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
RRRR Team Leaders to ensure discussion around the the implementation of the program and its impact on students is a regular agenda item during team meetings. Conduct SKPS Respectful Relationships Staff Survey – comparative data 2022/2023 (80% of staff confidently implement the RRRR program) Continue with second phase of the school wide implementation of the Resilience, Rights, and Respectful Relationships (RRRR) program to enable the full cycle (2 years) to be reviewed Seek feedback from students/staff regarding the RRRR program Ongoing RRRR Team/whole staff training RRRR Team/whole staff task: applying a gender and equality lens to outdoor spaces and the library	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <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
Increase the Wellbeing Coordinator's time fraction to 0.6 in 2023	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$66,071.40  <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
Employ a Social Skills Teacher for 1.5 hours per week Timetable Social Skills groups, providing release time for the staff member running the groups Term 1 2023, focus on Year 5/6 students to build social and emotional connections (Michael and Jo)	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,825.26  <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
Year 5 and 6 team to implement, monitor and review 'The Canopy' student leadership program, including student voice in the review and to share information with the community.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership Team  <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <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

<p>Wellbeing activities: To continue to drive the DIP process with rigour and supporting staff with data gathering To continue to implement the Restorative Practices program The Social and Emotional Learning Working Party to explore potential programs available to identify the most relevant and effective programs for our students and strategies to support staff mental health and to investigate Term 1 Student Check-in Surveys (Pivot &amp; Zones of Regulation)</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input 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 <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</p>
<b>Goal 2</b>	Improve student achievement and learning growth in writing.			
<b>12 Month Target 2.1</b>	Year 3 Writing in the Top 2 bands to increase from 56% (2022) to 70% or above in 2023 Year 5 Writing in the Top 2 bands to increase from 17% (2022) to 50% or above in 2023			
<b>12 Month Target 2.2</b>	90% of students making 12 months or more learning growth in Writing 5% of children currently below expected level in Writing to make more than 12 months growth			
<b>12 Month Target 2.3</b>	SSS: Teaching and Learning - Practice Improvement - Teachers in this school regularly engage in professional learning through peer observation to increase from 38% in 2022 to 60% in 2023			
<b>KIS 2.b</b> Curriculum planning and assessment	Strengthen the capacity of teachers and teams to use assessment data and evidence to plan a differentiated teaching and learning program for writing that targets point of learning need of all students, including high performing students.			
<b>Actions</b>	Explore formative assessment practices Use data to differentiate student learning			
<b>Outcomes</b>	Leaders will: Have a clear understanding of how data and formative assessment is used to inform planning for differentiated teaching in Writing Have an understanding of where teachers are in their learning journey and continue to plan professional learning to match their needs Understand how to facilitate an effective PLC model			

	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>Be able to use the 6 trait framework to plan for learning and to support students in their next steps in Writing</li> <li>Be able to use formative assessment to plan for differentiated teaching</li> <li>Provide effective feedback to students and make assessment practices transparent</li> <li>Communicate the purpose of learning with the students</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Have improved writing skills and knowledge which will ensure they write to a high standard</li> <li>Know their strengths and what their 'next steps' will be in their learning</li> <li>Be more confident writers in the way they talk about Writing</li> <li>Have a greater sense of purpose which will lead to increased motivation and engagement</li> </ul>			
<b>Success Indicators</b>	<p>Student writing samples assessed using the 6 traits rubrics in planning meetings, PLCs and Professional Practice Days to track student progress</p> <p>Use of formative assessment will allow us to see how students progress in writing throughout the year</p> <p>Analysing the 2023 NAPLAN writing samples, noting the key areas where our students need additional focus and linking this to the data we collect throughout the year</p> <p>Review the Semester 1 and 2 Writing teacher judgement data</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Use Writing resources and literature, including the 6 Traits to inform planning and practice	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$1,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>

Explore what formative assessment practices might look like for Writing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <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
Ensure learning and purpose is highly visible and transparent to the learning community (WALT, WILF and TIB)	<input checked="" type="checkbox"/> Learning Specialist(s) <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 <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.c</b> Building practice excellence	Use coaching, modelling, peer observation and feedback in professional learning to enable greater consistency, shared accountability and collective responsibility for improved outcomes in writing.			
<b>Actions</b>	Develop a peer observation program Develop an effective PLC model that focus on student learning.			

<b>Outcomes</b>	Leaders will: Understand how to create the conditions for a strong learning architecture (collaborative culture) Develop a clear and strong set of protocols for observing to learn and PLC Know how to facilitate and communicate an effective PLC Be skilled at having 'open to learning' conversations Teachers will: Develop an openness and trust for observing to learn (OtL) Understand the purpose and protocols for OtL and engage in the entire process Understand and engage in the PLC process Be 'open to learning' conversations Students will: Be open to having visitors engage in their learning program Be open to questioning and feedback about their learning			
<b>Success Indicators</b>	SSS: Teaching and Learning - Practice Improvement - Teachers in this school regularly engage in professional learning through peer observation to increase from 38% in 2022 to 60% in 2023 Documentation and anecdotal notes Annotated student work samples PLC and OTL are strategically planned in our PL schedule			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Develop a supporting and collaborative peer observation program to strengthen teacher capacity and consistency in the teaching and learning of Writing	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$42,088.20  <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 an effective PLC model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <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 <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
Provide teachers and school leaders with professional learning opportunities to build their capacity with facilitating OtL and PLC processes.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used <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
Literacy Improvement Teachers develop a focus for improving writing in their program for Tier 1 & Tier 2 students.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$155,353.00  <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
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## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$22,080.60	\$22,080.60	\$0.00
Disability Inclusion Tier 2 Funding	\$144,219.46	\$143,669.40	\$550.06
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$166,300.06</b>	<b>\$165,750.00</b>	<b>\$550.06</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Increase the Wellbeing Coordinator's time fraction to 0.6 in 2023	\$66,071.40
Employ a Social Skills Teacher for 1.5 hours per week Timetable Social Skills groups, providing release time for the staff member running the groups Term 1 2023, focus on Year 5/6 students to build social and emotional connections (Michael and Jo)	\$2,825.26
Year 5 and 6 team to implement, monitor and review 'The Canopy' student leadership program, including student voice in the review and to share information with the community.	\$5,000.00
Literacy Improvement Teachers develop a focus for improving writing in their program for Tier 1 & Tier 2 students.	\$155,353.00
<b>Totals</b>	<b>\$229,249.66</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employ a Social Skills Teacher for 1.5 hours per week Timetable Social Skills groups, providing release time for the staff member running the groups Term 1 2023, focus on Year 5/6 students to build social and emotional connections (Michael and Jo)	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> School-based staffing
Year 5 and 6 team to implement, monitor and review 'The Canopy' student leadership program, including student voice in the review and to share information with the community.	from: Term 1 to: Term 4	\$7,450.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$13,450.00	

#### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Increase the Wellbeing Coordinator's time fraction to 0.6 in 2023	from: Term 1 to: Term 4	\$66,071.40	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
Literacy Improvement Teachers develop a focus for improving writing in their program for Tier 1 & Tier 2 students.	from: Term 1 to: Term 4	\$77,598.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
<b>Totals</b>		\$143,669.40	

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
Resources to support EAL students	\$6,630.66
<b>Totals</b>	\$6,630.66

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Resources to support EAL students	from: Term 1 to: Term 4	\$8,630.60	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$8,630.60	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Resources to support EAL students	from: Term 1 to: Term 4		

<b>Totals</b>		\$0.00	
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Additional Funding Planner – Schools Mental Health Fund and Menu

<b>Activities and Milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
Resources to support EAL students	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>RRRR Team Leaders to ensure discussion around the the implementation of the program and its impact on students is a regular agenda item during team meetings.</p> <p>Conduct SKPS Respectful Relationships Staff Survey – comparative data 2022/2023 (80% of staff confidently implement the RRRR program)</p> <p>Continue with second phase of the school wide implementation of the Resilience, Rights, and Respectful Relationships (RRRR) program to enable the full cycle (2 years) to be reviewed</p> <p>Seek feedback from students/staff regarding the RRRR program</p> <p>Ongoing RRRR Team/whole staff training</p> <p>RRRR Team/whole staff task: applying a gender and equality lens to outdoor spaces and the library</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Respectful Relationships Implementation Team</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Increase the Wellbeing Coordinator's time fraction to 0.6 in 2023</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

Employ a Social Skills Teacher for 1.5 hours per week Timetable Social Skills groups, providing release time for the staff member running the groups Term 1 2023, focus on Year 5/6 students to build social and emotional connections (Michael and Jo)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Year 5 and 6 team to implement, monitor and review 'The Canopy' student leadership program, including student voice in the review and to share information with the community.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Use Writing resources and literature, including the 6 Traits to inform planning and practice	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Explore what formative assessment practices might look like for Writing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	
Ensure learning and purpose is highly visible and transparent to the learning community (WALT, WILF and TIB)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<input checked="" type="checkbox"/> On-site
Develop a supporting and collaborative peer observation program to strengthen teacher capacity and consistency in the teaching and learning of Writing	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>PLC Model</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<input checked="" type="checkbox"/> On-site
Develop an effective PLC model	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> Network Professional Learning</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> </ul>	<input checked="" type="checkbox"/> On-site
Provide teachers and school leaders with professional learning	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> </ul>	from: Term 1	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> </ul>	<input checked="" type="checkbox"/> On-site

opportunities to build their capacity with facilitating Otl and PLC processes.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Demonstration lessons		<input checked="" type="checkbox"/> Pedagogical Model	
Literacy Improvement Teachers develop a focus for improving writing in their program for Tier 1 & Tier 2 students.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<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