

# 2020 Annual Implementation Plan

## for improving student outcomes

Mackellar Primary School (5297)

Submitted for review by Matthew Borg (School Principal) on 18 December, 2019 at 11:57 AM  
Endorsed by Anne Fox (Senior Education Improvement Leader) on 19 December, 2019 at 11:27 AM  
Endorsed by Sophie Akamatis (School Council President) on 19 December, 2019 at 11:39 AM

## Self-evaluation Summary - 2020

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding
Positive climate for learning	Empowering students and building school pride	Embedding moving towards Excelling
	Setting expectations and promoting inclusion	Excelling
	Health and wellbeing	Excelling
	Intellectual engagement and self-awareness	Embedding
Community engagement in learning	Building communities	Embedding moving towards Excelling
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding moving towards Excelling

### Enter your reflective comments

Mackellar is in prime position to perform well as an exemplary learning environment thanks to the leadership and dedication of our hard working staff and students. There is great opportunities moving into 2020 to continue to establish positive relationships with the broader community. In the second year of our strategic plan it is the ideal platform to continue the improvement trajectory with scale and fidelity. We feel privileged to empower every learner with the means to engineer their own future.

<b>Considerations for 2020</b>	<p>In 2020 we a diving deep into the science of learning this will inspire our teaching staff to be critical of their current pedagogical practice and allow an improved practice focus to be more accurate in their planning and delivery. We are also launching our Writing model and re-vamp of writing pedagogy school wide beginning with a curriculum day on the last day of the 2019 school year to unpack the 6 plus one traits. The effecting building of our school wide leadership strategy and structure will also continue into 2020, this initiative is paying dividends as we have had many interested staff expressing interest in the role of a PLC leader for 2020 and other positions of leadership across the school. The schools indicative SRP budget for 2020 is not accurate due to a decline in enrolments in foundation as such we have been frugal in our equity spend thus far, this will be reviewed in 2020.</p>
<b>Documents that support this plan</b>	

## SSP Goals Target and KIS

<b>Goal 1</b>	To improve achievement and growth in literacy and numeracy student outcomes.
<b>Target 1.1</b>	By 2022, improve year 5 NAPLAN medium and high growth in reading from 59% to 80%, in writing from 62% to 75% and in numeracy from 77% to 85%.
<b>Target 1.2</b>	By 2022, improve the percentage of year 5 students in the top 2 bands of NAPLAN for reading from 15% to 30%, in writing from 6% to 15% and in numeracy from 18% to 25%.
<b>Target 1.3</b>	By 2022, improve the percentage of year 5 students in the top 4 bands of NAPLAN for reading from 68% to 80%, in writing from 78% to 85% and in numeracy from 80% to 85%.
<b>Target 1.4</b>	By 2022, reduce the variation between teacher judgements and NAPLAN assessments to 10% or less using the panorama report for reading, writing and numeracy at years 3 and 5.
<b>Target 1.5</b>	By 2022 increase the percentage positive endorsement on the staff survey (principal and teachers) for: <ul style="list-style-type: none"> <li>• Trust in Colleagues from 59% to 80%</li> <li>• Teacher Collaboration from 67% to 85% and</li> <li>• Collective Efficacy from 66% to 85%</li> </ul>
<b>Key Improvement Strategy 1.ay</b> Evidence-based high-impact teaching strategies	Embed high-impact instructional practices to consistently differentiate learning for every student in every classroom.
<b>Key Improvement Strategy 1.by</b> Evaluating impact on learning	Build staff capacity to adopt a PLC inquiry cycle to use data to inform teaching and learning and measure the impact of instruction to improve student learning outcomes and the quality of teaching.
<b>Key Improvement Strategy 1.cy</b> Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum continuum and proficiency scales that reduces variability and informs teaching.
<b>Goal 2</b>	To improve student voice, agency and leadership in learning.
<b>Target 2.1</b>	By 2022 increase the positive response rate on the student attitudes to school survey for: <ul style="list-style-type: none"> <li>• Student voice and agency from 84% to 90%</li> <li>• Inclusion from 84% to 90%</li> <li>• Sense of confidence from 75% to 90%</li> </ul>

<b>Target 2.2</b>	<p>By 2022 increase the percentage positive endorsement on the staff survey: teaching and learning module for:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 50% to 80%.</li> </ul>
<b>Target 2.3</b>	<p>By 2022 increase the percentage positive response rate on the parent opinion survey for:</p> <ul style="list-style-type: none"> <li>• The school provides my child with opportunities to build his/her confidence from 82% to 90%.</li> </ul>
<b>Key Improvement Strategy 2.ay</b> Empowering students and building school pride	<p>Develop a collaborative partnership between students and teachers to design and implement rich learning opportunities.</p>
<b>Key Improvement Strategy 2.by</b> Intellectual engagement and self-awareness	<p>Develop systems and processes that enable students to track and measure their own learning growth.</p>
<b>Key Improvement Strategy 2.cy</b> Intellectual engagement and self-awareness	<p>Develop a climate for learning and learning and assessment tools to empower students to be reflective and self-regulated learners.</p>
<b>Goal 3</b>	<p>To improve the wellbeing of all students.</p>
<b>Target 3.1</b>	<p>By 2022 increase the percentage positive response on the student attitudes to school survey for:</p> <ul style="list-style-type: none"> <li>• Advocate at School from 84% to 90%</li> <li>• Sense of Inclusion from 84% to 90%</li> <li>• Effective Classroom Behaviour from 78% to 85% and for</li> <li>• Resilience from 77% to 85%</li> </ul>
<b>Target 3.2</b>	<p>By 2022 increase the percentage positive response on the parent opinion survey for:</p> <ul style="list-style-type: none"> <li>• Promoting positive behaviour from 88% to 95%</li> </ul>
<b>Target 3.3</b>	<p>By 2022 increase the percentage positive endorsement on the staff opinion survey (Principal and teachers) for:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 66% to 80%</li> </ul>
<b>Key Improvement Strategy 3.ay</b> Setting expectations and promoting inclusion	<p>Engage the school community in the development and implementation of school-wide values.</p>
<b>Key Improvement Strategy 3.by</b> Health and wellbeing	<p>Implement School-wide Positive Behaviours as a framework for student wellbeing.</p>
<b>Key Improvement Strategy 3.cy</b>	<p>Strengthen the engagement of the parents/carers in their student learning.</p>

Parents and carers as partners

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target <small>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</small>
To improve achievement and growth in literacy and numeracy student outcomes.	Yes	By 2022, improve year 5 NAPLAN medium and high growth in reading from 59% to 80%, in writing from 62% to 75% and in numeracy from 77% to 85%.	To improve year 5 medium and high growth to 70% in reading, 82% in writing and 85% in numeracy.
		By 2022, improve the percentage of year 5 students in the top 2 bands of NAPLAN for reading from 15% to 30%, in writing from 6% to 15% and in numeracy from 18% to 25%.	Improve the percentage of students in the top two bands in reading to 19%, writing to 13% and numeracy to 21%.
		By 2022, improve the percentage of year 5 students in the top 4 bands of NAPLAN for reading from 68% to 80%, in writing from 78% to 85% and in numeracy from 80% to 85%.	Improve the percentage of students in the top two bands in reading to 70%, writing to 80% and numeracy to 82%.
		By 2022, reduce the variation between teacher judgements and NAPLAN assessments to 10% or less using the panorama report for reading, writing and numeracy at years 3 and 5.	Reduce the variation between teacher judgements and NAPLAN within reading, writing and numeracy to 15% or less.
		By 2022 increase the percentage positive endorsement on the staff survey (principal and teachers) for: <ul style="list-style-type: none"> <li>Trust in Colleagues from 59% to 80%</li> <li>Teacher Collaboration from 67% to 85% and</li> <li>Collective Efficacy from 66% to 85%</li> </ul>	Trust in Colleagues from 75% to 77% Teacher Collaboration from 82% to 84% and Collective Efficacy from 76% to 78%
To improve student voice, agency and leadership in learning.	Yes	By 2022 increase the positive response rate on the student attitudes to school survey for: <ul style="list-style-type: none"> <li>Student voice and agency from 84% to 90%</li> <li>Inclusion from 84% to 90%</li> <li>Sense of confidence from 75% to 90%</li> </ul>	Increase positive and neutral response: Student voice and agency to 86% Inclusion to 96% Sense of confidence to 95%
		By 2022 increase the percentage positive endorsement on the staff survey: teaching and learning module for: <ul style="list-style-type: none"> <li>Use student feedback to improve practice from 50% to 80%.</li> </ul>	improve practice to 60%
		By 2022 increase the percentage positive response rate on the parent opinion survey for:	Increase the percentage positive response rate on the parent opinion survey for:

		<ul style="list-style-type: none"> <li>The school provides my child with opportunities to build his/her confidence from 82% to 90%.</li> </ul>	The school provides my child with opportunities to build his/her confidence to 86%
To improve the wellbeing of all students.	Yes	By 2022 increase the percentage positive response on the student attitudes to school survey for: <ul style="list-style-type: none"> <li>Advocate at School from 84% to 90%</li> <li>Sense of Inclusion from 84% to 90%</li> <li>Effective Classroom Behaviour from 78% to 85% and for</li> <li>Resilience from 77% to 85%</li> </ul>	increase the percentage positive response on the student attitudes to school survey for:  Advocate at School to Sense of Inclusion to Effective Classroom Behaviour to Resilience to
		By 2022 increase the percentage positive response on the parent opinion survey for: <ul style="list-style-type: none"> <li>Promoting positive behaviour from 88% to 95%</li> </ul>	Promoting positive behaviour to 90%
		By 2022 increase the percentage positive endorsement on the staff opinion survey (Principal and teachers) for: <ul style="list-style-type: none"> <li>Collective efficacy from 66% to 80%</li> </ul>	Collective efficacy to 75%

<b>Goal 1</b>	To improve achievement and growth in literacy and numeracy student outcomes.	
<b>12 Month Target 1.1</b>	To improve year 5 medium and high growth to 70% in reading, 82% in writing and 85% in numeracy.	
<b>12 Month Target 1.2</b>	Improve the percentage of students in the top two bands in reading to 19%, writing to 13% and numeracy to 21%.	
<b>12 Month Target 1.3</b>	Improve the percentage of students in the top two bands in reading to 70%, writing to 80% and numeracy to 82%.	
<b>12 Month Target 1.4</b>	Reduce the variation between teacher judgements and NAPLAN within reading, writing and numeracy to 15% or less.	
<b>12 Month Target 1.5</b>	Trust in Colleagues from 75% to 77% Teacher Collaboration from 82% to 84% and Collective Efficacy from 76% to 78%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Embed high-impact instructional practices to consistently differentiate learning for every student in every classroom.	Yes
<b>KIS 2</b> Evaluating impact on learning	Build staff capacity to adopt a PLC inquiry cycle to use data to inform teaching and learning and measure the impact of instruction to improve student learning outcomes and the quality of teaching.	Yes
<b>KIS 3</b>	Develop, document and implement a guaranteed and viable curriculum continuum and proficiency scales that reduces variability and informs teaching.	Yes



Curriculum planning and assessment		
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.	These KIS align with the important work that has shifted the school focus in the past 12 months from planning content to responding to evidence of student need through an embedded PLC cycle. With a inevitable staff turnover resulting from family leave positions beginning and returning, The PLC cycle will need to continue to be embedded through targeted professional learning and supporting the growth of our Learning Specialist Roles. This will in turn support and align with the planned professional learning in purposeful pedagogy to deepen all staff practices in formative assessment and knowledge of how students learn (HITS). The GVC in reading will be reviewed and updated whilst we move into constructing a GVC for writing.	
<b>Goal 2</b>	To improve student voice, agency and leadership in learning.	
<b>12 Month Target 2.1</b>	Increase positive and neutral response: Student voice and agency to 86% Inclusion to 96% Sense of confidence to 95%	
<b>12 Month Target 2.2</b>	improve practice to 60%	
<b>12 Month Target 2.3</b>	Increase the percentage positive response rate on the parent opinion survey for:  The school provides my child with opportunities to build his/her confidence to 86%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Develop a collaborative partnership between students and teachers to design and implement rich learning opportunities.	Yes
<b>KIS 2</b> Intellectual engagement and self-awareness	Develop systems and processes that enable students to track and measure their own learning growth.	Yes
<b>KIS 3</b> Intellectual engagement and self-awareness	Develop a climate for learning and learning and assessment tools to empower students to be reflective and self-regulated learners.	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.	Students have indicated a need for increased voice and agency within their learning as measured by our AToSS. Currently, whilst we do utilise technology to enable students to track and measure their own growth, linking this to self-regulated learners and learning goals within writing and numeracy will form our next steps.	
<b>Goal 3</b>	To improve the wellbeing of all students.	
<b>12 Month Target 3.1</b>	increase the percentage positive response on the student attitudes to school survey for:  Advocate at School to Sense of Inclusion to Effective Classroom Behaviour to Resilience to	
<b>12 Month Target 3.2</b>	Promoting positive behaviour to 90%	

<b>12 Month Target 3.3</b>	Collective efficacy to 75%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Setting expectations and promoting inclusion	Engage the school community in the development and implementation of school-wide values.	Yes
<b>KIS 2</b> Health and wellbeing	Implement School-wide Positive Behaviours as a framework for student wellbeing.	Yes
<b>KIS 3</b> Parents and carers as partners	Strengthen the engagement of the parents/carers in their student 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.	School-wide values have been launched in 2019 but with new prep students and the move in 2020 to launch our school mascot, acknowledgement system and deepen school pride, we will need to support new staff and parents to reinvigorate these. We are continuing our work with SWPBS due to the amazing traction and support it has provided so far, with the knowledge that this will be a three to five year journey. Parents responded well to learning engagement experiences in 2019 and our aim to allow for more opportunity for parents and carers to engage with their child through both physical visits to the school and utilising technology means this area of our SSP remains highly contemporary.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve achievement and growth in literacy and numeracy student outcomes.			
<b>12 Month Target 1.1</b>	To improve year 5 medium and high growth to 70% in reading, 82% in writing and 85% in numeracy.			
<b>12 Month Target 1.2</b>	Improve the percentage of students in the top two bands in reading to 19%, writing to 13% and numeracy to 21%.			
<b>12 Month Target 1.3</b>	Improve the percentage of students in the top two bands in reading to 70%, writing to 80% and numeracy to 82%.			
<b>12 Month Target 1.4</b>	Reduce the variation between teacher judgements and NAPLAN within reading, writing and numeracy to 15% or less.			
<b>12 Month Target 1.5</b>	Trust in Colleagues from 75% to 77% Teacher Collaboration from 82% to 84% and Collective Efficacy from 76% to 78%			
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Embed high-impact instructional practices to consistently differentiate learning for every student in every classroom.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Employment of Melbourne University Consultant (Jared Cooney Horvath) focused on the Science of Learning</li> <li>- Coaching program through Learning Specialist and Literacy Consultant</li> <li>- Employment of 0.2 support for NAPLAN Top 2 Bands</li> <li>- Expansion of digital literacy coach role to include Students of Excellence program</li> <li>- Lyn Sharratt professional learning for key staff to embed Learning Walks and Talks into Professional Practice Days to scale with fidelity</li> <li>- Whole Staff PL focused on Formative Assessment with Dylan William</li> <li>- Key staff to attend literacy leader PL</li> </ul>			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Have a deeper understanding of the route between science of learning, formative assessment and program evaluation, learning walks and talks</li> <li>- Be able to pass on learning walks and talks methodology to middle leaders (PLC Leaders) and Learning Specialists</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Understanding of what constitutes excellent teaching and learning</li> <li>- Understanding of assessment literacy, data literacy and pedagogical interventions that make a difference</li> <li>- Deeper understanding of the HITS and how to leverage these for increased learning</li> <li>- Understanding how the brain acquires information, for students, teachers and leaders, and how we can adjust our work to suit</li> <li>- Understanding of quality formative assessment techniques</li> <li>- understand the difference between learning and practice, and which strategies are most important for each</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- gain deeper appreciation for how they understand, how they learn and how they move information into long term memory</li> <li>- understand the difference between learning and practice, and which strategies are most important for each</li> </ul>			
<b>Success Indicators</b>	<p>We will use multiple sources of evidence to track impact of Learning Specialist implementation including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills; set up a classroom and year level of excellence for observations and viewing.</p> <p>In depth NAPLAN and PAT analysis of impact on student achievement and growth.</p> <p>Observation Evidence from Learning Walks and Talks reflections.</p> <p>Feedback from PL events and resulting practices across the school.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Employment of Consultant at Melbourne University Science of Learning, including PL Day 28th Jan and subsequent learning	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Employment of Top Two Bands 0.2 Support	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employment of Literacy Consultant	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional learning for High Quality pedagogy including literacy leader training and CRT cover and subsequent resourcing	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employment of Learning Specialist (Pedagogy and Practice)	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$112,800.00 <input checked="" type="checkbox"/> Equity funding will be used
Employment of Assistant Principal (Curriculum and Innovation)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$145,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Evaluating impact on learning	Build staff capacity to adopt a PLC inquiry cycle to use data to inform teaching and learning and measure the impact of instruction to improve student learning outcomes and the quality of teaching.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Deepening practices in PLCs using formative analysis of comprehensive data sets (PAT, NAPLAN, F&amp;P) including professional learning for PLC leaders</li> <li>- Lyn Sharratt professional learning for key staff to embed Learning Walks and Talks into Professional Practice Days to scale with fidelity</li> <li>- Development of three weekly Clinical Model meetings to go deeper into target student data and track progress</li> </ul>			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- be able to move from PLC drivers to 'Knowledgeable Other'</li> <li>- be able to observe changes in PLC culture as it moves towards 'embedding'</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Use differentiation that is targeted at increasing growth for at risk students (regardless of ability)</li> <li>- Drive their own inquiry cycles within PLCs based on evidence of need and student learning information</li> <li>- Understanding what constitutes quality teaching and learning</li> <li>- Embed collaborative practices within and across year teams focused on iterative improvements to learning</li> <li>- evaluate the impact of their teaching on student learning growth by using the toolkit specifically designed for implementing a PLC</li> <li>- understand assessment design - 'The what, when and how of assessment'</li> <li>- assess the knowledge and understanding of their students</li> <li>- develop ideas for measuring growth in student knowledge and understanding</li> <li>- assess the capabilities and skills of their students</li> <li>- apply school-developed indicators of skill development</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Have personalised learning goals and strategies that they can articulate and use to drive their own learning</li> <li>- Understand about the co-construction of success criteria</li> <li>- Provide quality and formative feedback to teachers</li> <li>- Provide quality and formative feedback to peers</li> <li>- Self-reflect on quality goals and their progress towards achieving these</li> </ul>			
<b>Success Indicators</b>	We will use multiple sources of evidence to track impact of Learning Specialist implementation including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills; set up a classroom and year level of excellence for observations and viewing.			

	<p>In depth NAPLAN and PAT analysis of impact on student achievement and growth.          Observation Evidence from Learning Walks and Talks reflections.          Feedback from PL events and resulting practices across the school.          Student and staff engagement in learning processes and change across the school.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC Leaders professional support and responsibility payment	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input type="checkbox"/> Equity funding will be used
Provision of professional learning for PLC leaders including coaching from Leadership and relevant CRT	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Secure PLC consultant - Chris Egan for Coaching points	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Lyn Sharratt PL	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Purchase of key resources and evidence-based core texts for PLC room and teams	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum continuum and proficiency scales that reduces variability and informs teaching.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Create a GVC in writing through writing REACH squad</li> <li>- Create proficiency scales through writing REACH squad</li> <li>- Provide coaching through learning specialist and literacy consultant</li> </ul>			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Have a network of middle leaders focused on quality writing practices aligned with our GVC</li> <li>- Be active in learning walks and talks focused on evidence of implementation</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Understanding of what constitutes excellent teaching and learning in writing</li> <li>- Understanding of assessment literacy, data literacy and pedagogical interventions that make a difference in writing</li> <li>- Reflect on authenticity of writing tasks and opportunities</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- gain deeper appreciation for the traits of writing and seeing themselves as authors</li> </ul>			
<b>Success Indicators</b>	<p>We will use multiple sources of evidence to track impact of Writing GVC and Reading GVC implementation including barriers and enablers; teachers to observe peer classes; use of SWIVL cam to capture quality teaching and learning; development of peer coaching skills and practices; set up a classroom and year level of excellence for observations and viewing.</p> <p>In depth NAPLAN and PAT analysis of impact on student achievement and growth.          Observation Evidence from Learning Walks and Talks reflections.          Feedback from PL events and resulting practices across the school.          Student and staff engagement with proficiency scales and GVC for learning goals.</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Creation of GVC and proficiency scales in writing, professional learning and resourcing through REACH squads	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
Coaching of new staff in existing GVC for Reading and associated CRT	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve student voice, agency and leadership in learning.			
<b>12 Month Target 2.1</b>	Increase positive and neutral response: Student voice and agency to 86% Inclusion to 96% Sense of confidence to 95%			
<b>12 Month Target 2.2</b>	improve practice to 60%			
<b>12 Month Target 2.3</b>	Increase the percentage positive response rate on the parent opinion survey for:  The school provides my child with opportunities to build his/her confidence to 86%			
<b>KIS 1</b> Empowering students and building school pride	Develop a collaborative partnership between students and teachers to design and implement rich learning opportunities.			
<b>Actions</b>	Develop a collaborative partnership between students and teachers by: • establishing a student curriculum team using existing student leaders and wider representation to provide feedback and agency for students with GVC and proficiency scale development and school wide curriculum			
<b>Outcomes</b>	Community commitment to the school's vision, values and high expectations policies will support a learning environment that maximises success for all students. 1. The school has a culture of high expectations 2. Students apply metacognitive strategies to their learning, and 3. The school supports and fosters intellectual engagement.			
<b>Success Indicators</b>	Leaders will: • support students and teachers with a deeper understanding of moving from student voice to student agency • engage proactively with students about their learning and critically reflect on feedback • communicate the importance of student voice and agency in creating future oriented and engaged learners Teachers will: • be aware of the importance of maintaining high expectations for all students • use data to formulate common learning goals for students and challenge all students to reach their potential • encourage students to be self-reflective learners by exploring their thinking processes. • emphasise that a person's ability to learn is not fixed and that effective learning strategies can be learned to improve performance • provide students with rich open-ended tasks • effectively diagnose individual students' abilities, in order to explicitly teach using tailored strategies that are appropriately challenging • support students to set personal and academic goals and to negotiate tailored learning opportunities to achieve these goals Students will: • develop confidence, pride and a sense of self-worth • set high expectations for themselves and their peers and support each other to reach these high expectations • be intrinsically motivated, independent learners • monitor their own progress and identify and communicate their learning needs to their teachers • feel safe taking risks in their learning			

	<ul style="list-style-type: none"> <li>• feel connected to school and develop responsibility for their learning</li> <li>• develop mastery skills and self-efficacy</li> <li>• approach tasks by using a range of individual and collaborative techniques</li> <li>• explore and apply a range of thinking strategies appropriate to the task</li> <li>• set personal and academic goals and (with teachers) negotiate tailored learning opportunities to achieve these goals</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Launch of new school values, SWPBS matrix and signage across the school.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Ongoing PL in student agency, feedback and leadership opportunities (Project Rockit, etc)	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Seek ongoing opportunities for innovative, student led practices that target technological integration, sustainability and student impact in our community.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Intellectual engagement and self-awareness	Develop systems and processes that enable students to track and measure their own learning growth.			
<b>Actions</b>	Link proficiency scale self-assessment and feedback to student reading journals using technology to support peer, self and teacher feedback.			
<b>Outcomes</b>	Shift in educator mindset about the role of students in guiding their own learning and redressing the locus of control in the learning and teaching cycle. Change in student perception about their roles as teachers and owners of their assessment data.			
<b>Success Indicators</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• create and communicate a shared vision of student assessment, aspirations and wholistic feedback (teacher to student, student to teacher, student to student)</li> <li>• provide professional learning opportunities for staff</li> <li>• be responsive to the feedback of staff and students in relation to learning and assessment</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• be supported to analyse and interpret student assessment data and student feedback and use it to inform their teaching practice</li> <li>• use detailed analysis of student outcomes data to support and challenge all students to reach their potential.</li> <li>• increase student engagement by creating lessons that reflect student interests and stimulate their curiosity</li> <li>• collect rigorous evidence of learning, target their teaching and evaluate the impact of individual, team and school level practice</li> <li>• use formal and informal assessment, student input and teaching team collaboration for evaluation and planning which ensures all students are engaged, challenged and extended.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• provide feedback to teachers about their progress and the rigour of the assessments</li> <li>• take greater control of their learning and elaborate on their learning goals, key strategies and evidence gathered against these goals</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide opportunities for parental involvement in learning through Showbie and learning goal/strategy video use (including learning evening)	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b>	Develop a climate for learning and learning and assessment tools to empower students to be reflective and self-regulated learners.			

Intellectual engagement and self-awareness				
<b>Actions</b>	Link proficiency scale self-assessment and feedback to student reading journals using technology to support peer, self and teacher feedback.			
<b>Outcomes</b>	Shift in educator mindset about the role of students in guiding their own learning and redressing the locus of control in the learning and teaching cycle. Change in student perception about their roles as teachers and owners of their assessment data.			
<b>Success Indicators</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• create and communicate a shared vision of student assessment, aspirations and wholistic feedback (teacher to student, student to teacher, student to student)</li> <li>• provide professional learning opportunities for staff</li> <li>• be responsive to the feedback of staff and students in relation to learning and assessment</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• be supported to analyse and interpret student assessment data and student feedback and use it to inform their teaching practice</li> <li>• use detailed analysis of student outcomes data to support and challenge all students to reach their potential.</li> <li>• increase student engagement by creating lessons that reflect student interests and stimulate their curiosity</li> <li>• collect rigorous evidence of learning, target their teaching and evaluate the impact of individual, team and school level practice</li> <li>• use formal and informal assessment, student input and teaching team collaboration for evaluation and planning which ensures all students are engaged, challenged and extended.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• provide feedback to teachers about their progress and the rigour of the assessments</li> <li>• take greater control of their learning and elaborate on their learning goals, key strategies and evidence gathered against these goals</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Showbie PL for teachers with Digital Learning Coach	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Mapping GVC and Proficiency scales into student focused tools	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To improve the wellbeing of all students.			
<b>12 Month Target 3.1</b>	increase the percentage positive response on the student attitudes to school survey for:  Advocate at School to Sense of Inclusion to Effective Classroom Behaviour to Resilience to			
<b>12 Month Target 3.2</b>	Promoting positive behaviour to 90%			
<b>12 Month Target 3.3</b>	Collective efficacy to 75%			
<b>KIS 1</b> Setting expectations and promoting inclusion	Engage the school community in the development and implementation of school-wide values.			
<b>Actions</b>	SWPBS Team to become embedded in meeting schedule (REACH) Squads SWPBS Coordinator - Additional Training, collaboration with leadership team and ongoing consultation with SWPBS Coach SWPBS Team engage school community in the implementation of school-wide vision, values, acknowledgement systems.			



<b>Outcomes</b>	<p>New school vision and values are articulated to the community and explicitly taught to students</p> <ul style="list-style-type: none"> <li>• A consistent teaching approach for the implementation school-wide expectations is implemented</li> <li>• Development of 'Behaviour Matrix' through collaborative practices is published, implemented and embedded into the school</li> </ul>			
<b>Success Indicators</b>	<p>Whole school vision and shared values developed by Mackellar Primary School community</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Support and facilitate the SWPBS approach and ensure its consistency across Foundation to Grade 6</li> <li>• Analyse the whole school approach to positive reinforcement and the success of the initiative</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Collaborate within classrooms to develop the SWPBS matrix</li> <li>• Participate in explicit teachings of the SWPBS matrix</li> <li>• Participate in learning that reinforces new school values and their connectedness to the expectations</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Teach SWPBS matrix explicitly and develop strategies to reinforce positive behaviours</li> </ul> <p>Parents/Carers will:</p> <ul style="list-style-type: none"> <li>• Participate in the collaborative process of identifying our new school values</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Publishing behaviour matrix in all classrooms/learning areas	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Development of celebrations and community involvement in acknowledgement system and set up of 'SWPBS shop'	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Implement School-wide Positive Behaviours as a framework for student wellbeing.			
<b>Actions</b>	Implement Mackellar's School-Wide Positive Behaviour Matrix of values and expected behaviours. Strengthen and develop effective classroom management practices for all teachers at Mackellar			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>* empower the SWPBS facilitation and implementation process by providing SWPBS Coordinator and Team training, as well as whole staff training for school-wide proactive and preventative systems</li> <li>* develop a SWPBS Staff Handbook and SWPBS Parent Handbook (SWPBS Coordinator)</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* develop classroom management skills and strategies</li> <li>* implement Mackellar's School-Wide Positive Behaviour Matrix into their daily practice (developed in 2019)</li> <li>* teach the expected behaviours (within matrix) at the start of the year with a focus on teaching social behaviours in settings that are unpredictable and have low staff:student ratios</li> <li>* develop a system for acknowledging expected behaviours</li> <li>* develop a system for acknowledging inappropriate behaviours</li> <li>* record behaviour data and use that to inform their practice</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>* actively participate in teaching and learning of the expected behaviours</li> <li>* engage in Staff Meetings where decisions are made and strategies are developed around the effective implementation of SWPBS systems</li> </ul> <p>Parents/Carers will:</p> <ul style="list-style-type: none"> <li>* be represented on the SWPBS team and actively involved in developing systems for acknowledging expected behaviours and inappropriate behaviours</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>* High levels of collective responsibility by teachers (moving ALL teachers to take responsibility for ALL students at MPS, inside and outside of their immediate class)</li> <li>* Student Behaviour Data (recorded on XUNO) <ul style="list-style-type: none"> <li>- will indicate reduced minor and major behaviours</li> </ul> </li> </ul>			

	<ul style="list-style-type: none"> <li>* Self Assessment Survey (SAS)</li> <li>- indicating continued high levels of buy-in</li> <li>* Tiered Fidelity Inventory (TFI)</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning for new staff, ES staff and teachers in recording major, minor and positive behaviours, and proactive supervision	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Professional learning in positive greetings, student connection and building positive relationships with parents and students	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Parents and carers as partners	Strengthen the engagement of the parents/carers in their student learning.			
<b>Actions</b>	Mackellar Primary School will foster communication and meaningful partnerships with parents and carers to the extent that their engagement and involvement of is embedded in the school's culture. Home learning will link with school learning, resulting from a deeper connection between staff and parents and carers.			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>* provide processes and forums for parent/carer feedback, and use the data for future planning</li> <li>* engage parents/carers in programs that will help them to support their children in areas, such as Resilience, Rights and Respectful Relationships 'Our Time' program that Mackellar Primary School has recently developed specifically for families within a RRRR Community of Practice</li> <li>* continue to develop effective systems of communication through XUNO</li> <li>* provide ongoing professional development to educators about how to communicate effectively with parents/carers about student learning, as well as engage them in student learning</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* consult parents/carers and students to develop guidelines and expectations around learning and behaviour</li> <li>* value the contributions of parents/carers</li> <li>* initiate increased communication with parents/carers through XUNO</li> <li>* provide regular, positive feedback to parents/carers about student achievements and positive behaviour (an integral part of SWPBS)</li> <li>* engage parents and students in 3 Way Conferences about students' individual progress and needs, including ways to support learning at home</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>* participate in 3 Way Conferences (student, teacher, parent/carer), where student agency, student leadership and student voice are prevalent</li> <li>*</li> </ul> <p>Parents and Carers will:</p> <ul style="list-style-type: none"> <li>* have a visible presence in the school</li> <li>* engage with the school to understand the learning progress of their children and how to effectively support their learning</li> <li>* uphold positive attitude to learning and consistently support the school's expectations</li> <li>* work with teachers in setting high expectations to improve outcomes for all students</li> </ul>			
<b>Success Indicators</b>	Parent Opinion Survey Attitudes to School Survey Staff Opinion Survey			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning support, (including CRT release) for new staff to observe the Resilience Project and Respectful Relationships	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input type="checkbox"/> Equity funding will be used

Learning mornings, afternoons and family engagement events throughout the year (including respectful relationships and new Our Time resource)	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$362,800.00	0.00
Additional Equity funding	\$55,000.00	\$55,000.00
<b>Grand Total</b>	<b>\$417,800.00</b>	<b>\$55,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employment of Consultant at Melbourne University Science of Learning, including PL Day 28th Jan and subsequent learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00
Employment of Top Two Bands 0.2 Support	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00
Employment of Literacy Consultant	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)	\$20,000.00	\$20,000.00
Professional learning for High Quality pedagogy including literacy leader training and CRT cover and subsequent resourcing	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) <input checked="" type="checkbox"/> CRT	\$10,000.00	
Employment of Learning Specialist (Pedagogy and Practice)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$112,800.00	
Employment of Assistant Principal (Curriculum and Innovation)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$145,000.00	\$145,000.00
Secure PLC consultant - Chris Egan for Coaching points	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)	\$10,000.00	\$10,000.00
Lyn Sharratt PL	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Coaching of new staff in existing GVC for Reading and associated CRT	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00

	to: Term 2			
Seek ongoing opportunities for innovative, student led practices that target technological integration, sustainability and student impact in our community.	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) <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets	\$30,000.00	\$30,000.00
<b>Totals</b>			\$362,800.00	

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employment of an ES staff member trained in LLI to support students who require reading support in Prep to year 2	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$55,000.00	\$55,000.00
<b>Totals</b>			\$55,000.00	\$55,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Employment of Consultant at Melbourne University Science of Learning, including PL Day 28th Jan and subsequent learning	✓ Principal	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Design of formative assessments</li> <li>✓ Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole School Pupil Free Day</li> </ul>	<ul style="list-style-type: none"> <li>✓ Leadership partners</li> <li>✓ External consultants</li> </ul> <p>Jared Cooney Horvath (PhD) is a world-renowned expert in Educational Neuroscience. Jared specialises in translating neuroscientific principles to enhance teaching and learning and improve learning outcomes in the classroom.</p>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Employment of Literacy Consultant	✓ Principal	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Preparation</li> <li>✓ Design of formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ External consultants</li> </ul> <p>Bobbie Cameron</p>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Professional learning for High Quality pedagogy including literacy leader training and CRT cover and subsequent resourcing	✓ Principal	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Design of formative assessments</li> <li>✓ Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Literacy expertise</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
PLC Leaders professional support and responsibility payment	✓ Leadership Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Collaborative Inquiry/Action Research team</li> <li>✓ Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC Initiative</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Provision of professional learning for PLC leaders including coaching from Leadership and relevant CRT	✓ Leadership Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Collaborative Inquiry/Action Research team</li> <li>✓ Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC Initiative</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Secure PLC consultant - Chris Egan for Coaching points	✓ Leadership Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Preparation</li> <li>✓ Design of formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ External consultants</li> </ul> <p>Chris Egan</p>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Lyn Sharratt PL	✓ Leadership Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Design of formative assessments</li> <li>✓ Moderated assessment of student learning</li> <li>✓ Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Leadership partners</li> </ul>	<ul style="list-style-type: none"> <li>✓ Off-site</li> </ul> <p>Lyn Sharratt 2020 Keilor St Albans Community of Practice</p>
Purchase of key resources and evidence-based core texts for PLC room and teams	✓ Learning Specialist(s)	from: Term 1	<ul style="list-style-type: none"> <li>✓ Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC Initiative</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

		to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs			
Creation of GVC and proficiency scales in writing, professional learning and resourcing through REACH squads	<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"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Coaching of new staff in existing GVC for Reading and associated CRT	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Ongoing PL in student agency, feedback and leadership opportunities (Project Rockit, etc)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <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"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Seek ongoing opportunities for innovative, student led practices that target technological integration, sustainability and student impact in our community.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Showbie PL for teachers with Digital Learning Coach	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site