

2021 Annual Implementation Plan

for improving student outcomes

Mackellar Primary School (5297)



MACKELLAR
PRIMARY SCHOOL

Submitted for review by Simon McGlade (School Principal) on 08 December, 2020 at 02:33 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 08 December, 2020 at 04:20 PM
Endorsed by Gurpreet Thiara (School Council President) on 16 December, 2020 at 05:36 PM

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	Over the past 12 months, the evaluation has shown that in many areas the school has regressed. Potential factors for this include a change in leadership at the school, and a significant period where there was an acting principal. Whilst the acting principal performed the role well and is to be commended for their effort, it did leave the school in limbo waiting for a substantive principal to lead the school forward. Coupled with this uncertainty was of course the COVID-19 pandemic which saw the school operate remotely for the bulk of 2020. This meant that many of the plans the school had were not able to be implemented, and some of the momentum behind other initiatives was stalled or lost.
Considerations for 2021	With a significant change to the leadership structure for 2021, the disruption due to COVID-19 and having recently gone through an excess staffing process at the school, consideration must be given to the school climate. Prior to, and then in unison with improvements to teaching and learning, a strong focus for 2021 will be on ensuring significant empowerment and ownership of continual improvements occurs with staff, parents, students and the broader community. Once work regarding the school climate gathers pace, and ownership and empowerment are seen as key drivers of that, further improvements in teaching, learning and student outcomes can be built upon a more firm base.

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve achievement and growth in literacy and numeracy student outcomes.
Target 2.1	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%.
Target 2.2	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%.
Target 2.3	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%.

Target 2.4	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.
Target 2.5	By 2022 increase the percentage positive endorsement on the staff survey (principal and teachers) for: <ul style="list-style-type: none"> • Trust in Colleagues from 59% to 80% • Teacher Collaboration from 67% to 85% and • Collective Efficacy from 66% to 85%
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Embed high-impact instructional practices to consistently differentiate learning for every student in every classroom.
Key Improvement Strategy 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.
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum continuum and proficiency scales that reduces variability and informs teaching.
Goal 3	To improve student voice, agency and leadership in learning.
Target 3.1	By 2022 increase the positive response rate on the student attitudes to school survey for: <ul style="list-style-type: none"> • Student voice and agency from 84% to 90% • Inclusion from 84% to 90% • Sense of confidence from 75% to 90%

Target 3.2	By 2022 increase the percentage positive endorsement on the staff survey: teaching and learning module for: <ul style="list-style-type: none"> • Use student feedback to improve practice from 50% to 80%.
Target 3.3	By 2022 increase the percentage positive response rate on the parent opinion survey for: <ul style="list-style-type: none"> • The school provides my child with opportunities to build his/her confidence from 82% to 90%.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a collaborative partnership between students and teachers to design and implement rich learning opportunities.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop systems and processes that enable students to track and measure their own learning growth.
Key Improvement Strategy 3.c 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.
Goal 4	To improve the wellbeing of all students.
Target 4.1	By 2022 increase the percentage positive response on the student attitudes to school survey for: <ul style="list-style-type: none"> • Advocate at School from 84% to 90% • Sense of Inclusion from 84% to 90% • Effective Classroom Behaviour from 78% to 85% and for • Resilience from 77% to 85%

Target 4.2	By 2022 increase the percentage positive response on the parent opinion survey for: <ul style="list-style-type: none"> • Promoting positive behaviour from 88% to 95%
Target 4.3	By 2022 increase the percentage positive endorsement on the staff opinion survey (Principal and teachers) for: <ul style="list-style-type: none"> • Collective efficacy from 66% to 80%
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Engage the school community in the development and implementation of school-wide values.
Key Improvement Strategy 4.b Health and wellbeing	Implement School-wide Positive Behaviours as a framework for student wellbeing.
Key Improvement Strategy 4.c Parents and carers as partners	Strengthen the engagement of the parents/carers in their student learning.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>TUTORING GOALS 12 Month Targets Reading AT and ABOVE Expected F&P Level</p> <ul style="list-style-type: none"> • Increase the number of students at and above the expected F&P Benchmark level for grade 1 from 37% in 2020 to 75% in 2021. • Increase the number of students at and above the expected F&P Benchmark level for grade 2 from 51% in 2020 to 75% in 2021. • Increase the number of students at and above the expected F&P Benchmark level for grade 3 from 48% in 2020 to 80% in 2021. • Increase the number of students at and above the expected F&P Benchmark level for grade 4 from 45% in 2020 to 75% in 2021. • Increase the number of students at and above the expected F&P Benchmark level for grade 5 from 55% in 2020 to 80% in 2021. • Increase the number of students at and above the expected F&P Benchmark level for grade 6 from 41% in

			<p>2020 to 80% in 2021.</p> <p>ENGLISH EXTENSION GOALS By end of 2021, 95% of students participating in extension English from grades 3 and 5 achieve top 2 bands in NAPLAN in reading and writing.</p> <p>ORAL LANGUAGE GOALS By the end of 2021, all capable foundation students will have achieved the minimum benchmark for the oral language program.</p>
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%.	<p>Increase % of high growth in Reading from 20% (2019) to 25%. (2021)</p> <p>Increase % of high growth in Writing from 14% (2019) to 25%. (2021)</p> <p>Decrease % of low growth in Writing 19% (2019) to 15%. (2021)</p> <p>Decrease % of low growth in Reading from 34% (2019) to 25%. (2021)</p>
		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%.	<p>Increase % of Year 5 students in top two bands in Reading from 11% (2019) to 20%. (2021)</p> <p>Increase % of Year 5 students in top two bands in Writing from 2% (2019) to 10%. (2021)</p> <p>Increase % of Year 5 students in top two bands in Numeracy from 13% (2019) to 20%. (2021)</p>
		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%.	<p>Increase % of Year 5 students in top four bands in Reading from 65% for (2020) to 85%. (2021)</p> <p>Increase % of Year 5 students in top four</p>

			bands in Writing from 74% (2019) to 80%. (2021) Increase % of Year 5 students in top four bands in Numeracy from 77% (2019) to 80%. (2021)
		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.	Maintain year 3 Reading variation at 8% (2019) or less (2021) Reduce year 3 Writing variation from 21% (2019) to 15% or less (2021) Reduce year 3 Numeracy variation from 20% (2019) to 15% or less (2021) Reduce year 5 Reading variation from 23% (2019) to 15% or less (2021) Reduce year 5 Writing variation from 26% (2019) to 20% or less (2021) Reduce year 5 Numeracy variation from 16% (2019) to 10 % or less (2021)
		By 2022 increase the percentage positive endorsement on the staff survey (principal and teachers) for: <ul style="list-style-type: none"> • Trust in Colleagues from 59% to 80% • Teacher Collaboration from 67% to 85% and • Collective Efficacy from 66% to 85% 	Increase Trust in Colleagues from 60% (2020) to 70% (2021) Increase Teacher Collaboration from 65% (2020) to 75% (2021) Collective Efficacy from 65% (2020) to 75% (2021)
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"> • Student voice and agency from 84% to 90% • Inclusion from 84% to 90% • Sense of confidence from 75% to 90% 	Student voice and agency from 59% (2020) to 70% (2021) Inclusion from 83% to 90% (2021) Sense of confidence from 76% (2020) to 86% (2021)

		<p>By 2022 increase the percentage positive endorsement on the staff survey: teaching and learning module for:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 50% to 80%. 	Use student feedback to improve practice from 67% (2020) to 80%. (2021)
		<p>By 2022 increase the percentage positive response rate on the parent opinion survey for:</p> <ul style="list-style-type: none"> • The school provides my child with opportunities to build his/her confidence from 82% to 90%. 	The school provides my child with opportunities to build his/her confidence from 88% (2019) to 90%. (2021)
To improve the wellbeing of all students.	Yes	<p>By 2022 increase the percentage positive response on the student attitudes to school survey for:</p> <ul style="list-style-type: none"> • Advocate at School from 84% to 90% • Sense of Inclusion from 84% to 90% • Effective Classroom Behaviour from 78% to 85% and for • Resilience from 77% to 85% 	<p>Advocate at School from 85% (2019) to 90% (2021)</p> <p>Sense of Inclusion from 83% (2019) to 90% (2021)</p> <p>Effective Classroom Behaviour from 73% (2019) to 80% (2021)</p> <p>Resilience from 72% (2019) to 80% (2021)</p>
		<p>By 2022 increase the percentage positive response on the parent opinion survey for:</p> <ul style="list-style-type: none"> • Promoting positive behaviour from 88% to 95% 	Promoting positive behaviour from 88% (2019) to 95% (2021)

		<p>By 2022 increase the percentage positive endorsement on the staff opinion survey (Principal and teachers) for:</p> <ul style="list-style-type: none"> • Collective efficacy from 66% to 80% 	Collective efficacy from 65% (2020) to 75% (2021)
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Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>TUTORING GOALS 12 Month Targets Reading AT and ABOVE Expected F&P Level</p> <ul style="list-style-type: none"> • Increase the number of students at and above the expected F&P Benchmark level for grade 1 from 37% in 2020 to 75% in 2021. • Increase the number of students at and above the expected F&P Benchmark level for grade 2 from 51% in 2020 to 75% in 2021. • Increase the number of students at and above the expected F&P Benchmark level for grade 3 from 48% in 2020 to 80% in 2021. • Increase the number of students at and above the expected F&P Benchmark level for grade 4 from 45% in 2020 to 75% in 2021. • Increase the number of students at and above the expected F&P Benchmark level for grade 5 from 55% in 2020 to 80% in 2021. • Increase the number of students at and above the expected F&P Benchmark level for grade 6 from 41% in 2020 to 80% in 2021. <p>ENGLISH EXTENSION GOALS By end of 2021, 95% of students participating in extension English from grades 3 and 5 achieve top 2 bands in NAPLAN in reading and writing.</p> <p>ORAL LANGUAGE GOALS By the end of 2021, all capable foundation students will have achieved the minimum benchmark for the oral language program.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	No
KIS 3 Building communities	Connected schools priority	No
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 2021.	
Goal 2	To improve achievement and growth in literacy and numeracy student outcomes.	
12 Month Target 2.1	Increase % of high growth in Reading from 20% (2019) to 25%. (2021) Increase % of high growth in Writing from 14% (2019) to 25%. (2021) Decrease % of low growth in Writing 19% (2019) to 15%. (2021) Decrease % of low growth in Reading from 34% (2019) to 25%. (2021)	
12 Month Target 2.2	Increase % of Year 5 students in top two bands in Reading from 11% (2019) to 20%. (2021) Increase % of Year 5 students in top two bands in Writing from 2% (2019) to 10%. (2021) Increase % of Year 5 students in top two bands in Numeracy from 13% (2019) to 20%. (2021)	
12 Month Target 2.3	Increase % of Year 5 students in top four bands in Reading from 65% for (2020) to 85%. (2021) Increase % of Year 5 students in top four bands in Writing from 74% (2019) to 80%. (2021) Increase % of Year 5 students in top four bands in Numeracy from 77% (2019) to 80%. (2021)	

12 Month Target 2.4	Maintain year 3 Reading variation at 8% (2019) or less (2021) Reduce year 3 Writing variation from 21% (2019) to 15% or less (2021) Reduce year 3 Numeracy variation from 20% (2019) to 15% or less (2021) Reduce year 5 Reading variation from 23% (2019) to 15% or less (2021) Reduce year 5 Writing variation from 26% (2019) to 20% or less (2021) Reduce year 5 Numeracy variation from 16% (2019) to 10% or less (2021)	
12 Month Target 2.5	Increase Trust in Colleagues from 60% (2020) to 70% (2021) Increase Teacher Collaboration from 65% (2020) to 75% (2021) Collective Efficacy from 65% (2020) to 75% (2021)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Embed high-impact instructional practices to consistently differentiate learning for every student in every classroom.	Yes
KIS 2 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
KIS 3 Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum continuum and proficiency scales that reduces variability and informs teaching.	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.	<p>Achievements in areas including increasing Trust in Colleagues 60% (2020), increasing Teacher Collaboration from 65% (2020) and increasing Collective Efficacy from 65% (2020) have not met the goals of previous years. This coupled with the low level attainment of top two bands in NAPLAN suggest a misalignment of teacher expectations in the delivery of HITS to meet the needs of every student in every classroom. This is further evidenced by the plateau of students' Sense of confidence from 76% (2020) which is only 1% higher than its starting point in 2018.</p> <p>The % of students achieving top two bands in NAPLAN has not met previous years' goals, and conversely the numbers of students in the bottom two bands is too high. As such further emphasis must be placed on the impact PLCs are having to inform instruction and measure their impact to improve student outcomes, in particular in years 3 and 5.</p> <p>MPS has successfully developed and documented a GVC in reading including proficiency scales to reduce variability to 8% in</p>	

	2019. Variability between year 3 and 5 NAPLAN and teacher judgement across curriculum areas averaged 19% in 2019, and as high as 26% in year 5 writing indicating further work needs to be done to document a GVC in English and mathematics, including accompanying proficiency scales to reduce this variability.	
Goal 3	To improve student voice, agency and leadership in learning.	
12 Month Target 3.1	Student voice and agency from 59% (2020) to 70% (2021) Inclusion from 83% to 90% (2021) Sense of confidence from 76% (2020) to 86% (2021)	
12 Month Target 3.2	Use student feedback to improve practice from 67% (2020) to 80%. (2021)	
12 Month Target 3.3	The school provides my child with opportunities to build his/her confidence from 88% (2019) to 90%. (2021)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop a collaborative partnership between students and teachers to design and implement rich learning opportunities.	Yes
KIS 2 Intellectual engagement and self-awareness	Develop systems and processes that enable students to track and measure their own learning growth.	No
KIS 3 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.	No

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.	AToSS data indicates student confidence is at an all-time high and as such is the perfect place to now commence greeter work on developing student voice and agency through a re-launch of inquiry learning, disrupted due to remote learning.	
Goal 4	To improve the wellbeing of all students.	
12 Month Target 4.1	Advocate at School from 85% (2019) to 90% (2021) Sense of Inclusion from 83% (2019) to 90% (2021) Effective Classroom Behaviour from 73% (2019) to 80% (2021) Resilience from 72% (2019) to 80% (2021)	
12 Month Target 4.2	Promoting positive behaviour from 88% (2019) to 95% (2021)	
12 Month Target 4.3	Collective efficacy from 65% (2020) to 75% (2021)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Engage the school community in the development and implementation of school-wide values.	No
KIS 2 Health and wellbeing	Implement School-wide Positive Behaviours as a framework for student wellbeing.	No
KIS 3 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.

Due to remote learning, parent involvement at the school has diminished dramatically, yet is a key goal of the school in the implementation of its school vision. 'Trust in students and parents' according to the 2020 Staff Opinion Survey has an endorsement rate of 58%. In the parent survey, parent participation and involvement is at 76% (2019). To achieve our overall goal of improving the wellbeing of students we believe a strong partnership with the parent body is essential.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>TUTORING GOALS 12 Month Targets Reading AT and ABOVE Expected F&P Level</p> <ul style="list-style-type: none"> • Increase the number of students at and above the expected F&P Benchmark level for grade 1 from 37% in 2020 to 75% in 2021. • Increase the number of students at and above the expected F&P Benchmark level for grade 2 from 51% in 2020 to 75% in 2021. • Increase the number of students at and above the expected F&P Benchmark level for grade 3 from 48% in 2020 to 80% in 2021. • Increase the number of students at and above the expected F&P Benchmark level for grade 4 from 45% in 2020 to 75% in 2021. • Increase the number of students at and above the expected F&P Benchmark level for grade 5 from 55% in 2020 to 80% in 2021. • Increase the number of students at and above the expected F&P Benchmark level for grade 6 from 41% in 2020 to 80% in 2021. <p>ENGLISH EXTENSION GOALS By end of 2021, 95% of students participating in extension English from grades 3 and 5 achieve top 2 bands in NAPLAN in reading and writing.</p> <p>ORAL LANGUAGE GOALS By the end of 2021, all capable foundation students will have achieved the minimum benchmark for the oral language program.</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> - Providing (0.2EFT) extension in English to improve the number of students achieving NAPLAN Top 2 Bands in Reading and Writing. - Implementation of an oral language program for all students in Foundation. - Implementation of a tutoring program for students in grades 1-6.

Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Connected the extension teacher with DET Regional contacts providing assistance, oversight and fidelity for the program. - Allocated time, space, human and physical resources and professional learning to support the implementation of the programs. - Tracked the progress of the programs and provided rigor around the accountability of programs and discontinuation of students from the program. <p>Teachers/Staff will have:</p> <ul style="list-style-type: none"> - Developed their understanding of extending students in English with a focus on achieving Top 2 Bands of NAPLAN in Reading and Writing. - Implemented an oral language program whereby all students in foundation achieve a baseline of achievement. - Implemented a tutoring program across grades 1-6 focussing on English. <p>Selected students will have:</p> <ul style="list-style-type: none"> - Taken part in tutoring, oral language or extension programs and will have had their progress monitored, moderated and reported on. 			
Success Indicators	<ul style="list-style-type: none"> - Achievement data from foundation students who have taken part in the oral language program - NAPLAN and PAT analysis of impact on student achievement and growth for students in tutoring and/or extension programs - Achievement and growth data for students on tutoring program against Fountas and Pinnell reading levels. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implementation of an oral language program for all foundation students run by ES staff and overseen by a classroom teacher.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Implementation of a tutoring program for students from grades 1-6 in groups of no more than 5 students, being seen three times per week for 45 minutes.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Implementation of an English extension program (0.2EFT) targeting students in grades 3 & 5 in semester 1 and 2 & 4 in semester 2.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$500.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Goal 2	To improve achievement and growth in literacy and numeracy student outcomes.			
12 Month Target 2.1	Increase % of high growth in Reading from 20% (2019) to 25 %.(2021) Increase % of high growth in Writing from 14% (2019) to 25%. (2021) Decrease % of low growth in Writing 19% (2019) to 15%. (2021) Decrease % of low growth in Reading from 34% (2019) to 25%. (2021)			
12 Month Target 2.2	Increase % of Year 5 students in top two bands in Reading from 11% (2019) to 20%. (2021) Increase % of Year 5 students in top two bands in Writing from 2% (2019) to 10%. (2021) Increase % of Year 5 students in top two bands in Numeracy from 13% (2019) to 20%. (2021)			
12 Month Target 2.3	Increase % of Year 5 students in top four bands in Reading from 65% for (2020) to 85%. (2021) Increase % of Year 5 students in top four bands in Writing from 74% (2019) to 80%. (2021) Increase % of Year 5 students in top four bands in Numeracy from 77% (2019) to 80%. (2021)			
12 Month Target 2.4	Maintain year 3 Reading variation at 8% (2019) or less (2021) Reduce year 3 Writing variation from 21% (2019)to 15% or less (2021) Reduce year 3 Numeracy variation from 20% (2019) to 15% or less (2021) Reduce year 5 Reading variation from 23% (2019) to 15% or less (2021) Reduce year 5 Writing variation from 26% (2019) to 20% or less (2021) Reduce year 5 Numeracy variation from 16% (2019) to 10 % or less (2021)			
12 Month Target 2.5	Increase Trust in Colleagues from 60% (2020) to 70% (2021) Increase Teacher Collaboration from 65% (2020) to 75% (2021) Collective Efficacy from 65% (2020) to 75% (2021)			
KIS 1 Evidence-based high-impact teaching strategies	Embed high-impact instructional practices to consistently differentiate learning for every student in every classroom.			
Actions	- Contract two consultants focussing on explicitly teaching English and mathematics. - Provide a coaching program for all teachers provided by the Learning Specialists and Leading Teacher.			

Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Developed a deeper understanding and knowledge about what constitutes explicit teaching and how to implement this across all classes. - Coached staff in explicitly teaching English and Mathematics through modelling lessons, observing teachers' practice, providing feedback & attending PLCs <p>Teachers will have:</p> <ul style="list-style-type: none"> - Developed their understanding of what constitutes explicitly teaching English and Mathematics, and how to successfully differentiate and scaffold learning for students. - Had their lessons observed, had feedback provided to them, observed the practice of others, had extensive PL and actively engaged in PLCs. <p>Students will have:</p> <ul style="list-style-type: none"> - had English and Mathematics consultants in their classrooms and will have actively taken part in differentiated learning scaffolded to meet their individual needs. - benefitted from enhanced teaching and learning provided to them by staff actively reviewing and being coached in their practice. 			
Success Indicators	<ul style="list-style-type: none"> - Planning documents from PLCs reflect the professional learning provided by consultants. - Coaching documents reflect implementation of explicit teaching in alignment with professional learning from consultants. - Minutes from PLCs detail inquiry cycles linked to student data, and taught consistent with Learning Specialist and consultant professional learning. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Contract an English consultant for 8 days of professional learning and one pupil-free day in November.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$22,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Contract a Mathematics consultant for 15 days of professional learning and one pupil-free day in June.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Implement a school-wide coaching program for all teachers to support the implementation of explicit teaching in English and Mathematics.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide for a Learning Specialist (English) to support the implementation of explicitly teaching English across the school.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$53,517.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide for a Learning Specialist (Mathematics) to support the implementation of explicitly teaching Mathematics across the school.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$53,517.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase and provide PL for resources consistent with the implementation of explicitly teaching English and Mathematics.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 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.			
Actions	<ul style="list-style-type: none"> - Improve school climate by working with consultants from the University of Southern Queensland implementing IDEAS (Innovative Designs Enhancing Achievement in Schools). - Continue participation in the DET Professional Learning Communities (PLC) initiative. - Embed all elements of Lyn Sharratt's 'Clarity' - 14 Parameters for School Improvement. 			
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Established an IDEAS School Management Team (ISMT) as the driving and empowered force behind implementing 'Clarity'. - Provided extensive professional learning/engagement with staff to improve alignment between school processes/ understandings. - Attended PLC meetings and supported the implementation of PLC inquiries consistent with agreed pedagogical approaches to 			

	<p>teaching.</p> <ul style="list-style-type: none"> - Audited progress against the 14 parameters, and implemented actions to progress along the matrix. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Taken ownership and empowerment of the improvement process (IDEAS) through contributions and actions at pupil free days, meetings and processes. - Been an active contributor to actions which progress our improvement of Lyn Sharratt's 14 parameters for school improvement. - Used differentiation that is targeted at increasing growth for at risk students (regardless of ability). - Driven their own inquiry cycles within PLCs based on evidence of need and student learning information. - Evaluated the impact of their teaching on student learning growth by using the toolkit specifically designed for implementing a PLC. <p>Students will have:</p> <ul style="list-style-type: none"> - Taken ownership and empowerment of the improvement process (IDEAS) through contributions and actions at JSC, classroom level and whole-school level. - Personalised learning goals and strategies that they can articulate and use to drive their own learning. - Understood the process for co-construction of success criteria. - Provide quality and formative feedback to teachers and peers. - Self-reflect on quality goals and their progress towards achieving these. 			
Success Indicators	<ul style="list-style-type: none"> - Diagnostic Inventory of School Alignment (DISA) data. - Sharratt's matrix of improvement shows progression over the course of the year in all parameters. - PLC minutes and participation in the PLC initiative. - PLC inquiry cycle minutes and feedback from coaches. - AToSS, POP & Staff Opinion Data. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole community participation in the Diagnostic Inventory for School Improvement and involvement in the IDEAS process. (CRT costs)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement a pupil-free day centred on school alignment and the commencement of IDEAS (USQ Costs) and follow-up staff meetings throughout the year.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Continuation of the PLC initiative throughout 2021 (CRT costs).	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PLC Leaders PL delivered by DET SWVR staff to support the implementation of the PLC initiative.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum continuum and proficiency scales that reduces variability and informs teaching.			
Actions	<ul style="list-style-type: none"> - Document the curriculum as a whole staff including a Mackellar Primary School Instructional Model - Create proficiency scales for English and Mathematics - Provide coaching through Learning Specialists and consultants. 			
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Led committees to document the curriculum including an agreed instructional model. - Commenced the creation of proficiency scales across all areas of Mathematics and English. - Participated and led actions such as learning walks focused on implementation of the 14 parameters for improvement. - Provided structured coaching to all teachers to support the viability of the curriculum. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Further developed their understanding of what constitutes explicit teaching and learning in English and Mathematics. - Been coached on the implementation of explicitly teaching English and Mathematics. - Been a strong part of the formation of a curriculum map for all curriculum areas. - Contributed to the creation of proficiency scales in English and Mathematics. <p>Students will have</p> <ul style="list-style-type: none"> - gained a firm understanding of the explicit teaching of Mathematics and English, and will have contributed to the formation of success criteria to support this. 			

Success Indicators	<ul style="list-style-type: none"> - Documented Mackellar Curriculum Map including an agreed instructional model. - The beginnings of proficiency scales in English and Mathematics. - Progression in implementing the 14 parameters for school improvement. - Coaching documentation reflecting the use of the curriculum map and instructional model. - Committee documentation regarding the development of a curriculum map. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning from consultants, SIT working with staff to document the curriculum. Professional learning from consultants, SIT working with staff to document proficiency scales in English and mathematics.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establishment of committees in inquiry learning, English and Mathematics to drive the work around curriculum mapping. Implemented an agreed method for coaching all teachers in implementing the instructional model and associated curriculum map and proficiency scales.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To improve student voice, agency and leadership in learning.			
12 Month Target 3.1	Student voice and agency from 59% (2020) to 70% (2021) Inclusion from 83% to 90% (2021) Sense of confidence from 76% (2020) to 86% (2021)			
12 Month Target 3.2	Use student feedback to improve practice from 67% (2020) to 80%. (2021)			
12 Month Target 3.3	The school provides my child with opportunities to build his/her confidence from 88% (2019) to 90%. (2021)			
KIS 1 Empowering students and building school pride	Develop a collaborative partnership between students and teachers to design and implement rich learning opportunities.			

Actions	<ul style="list-style-type: none"> - Establish an Amplify Committee to develop an action plan to lift the profile of student voice, agency and leadership. - Appoint an Acting Leading Teacher (Wellbeing & Engagement) to lead the Amplify committee. - Involve student leaders in key school decisions centred on aesthetics, improvements and connections. 			
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Implemented actions from the Amplify Committee's Action Plan. - Provided resources and support to improve student voice, agency and leadership. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Been an active contributor to the development of processes which support improvements in Amplify. - Contributed to the Amplify committee as members, or through whole-staff forums. <p>Students will have:</p> <ul style="list-style-type: none"> - Taken part in a range of activities where their voice has contributed to the outcome, where their leadership is developed and where they have made impacts within and beyond the school boundary. 			
Success Indicators	<ul style="list-style-type: none"> - Establishment of a vibrant student leadership group. - Establishment of Houses and House captains. - Success criteria created by students to support their own learning. - Improvements to the AToSS and Parent Opinion Survey results. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
- Establishment of an amplify committee to lift the profile of student voice, agency and leadership.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide for a leading teacher to lead student engagement & wellbeing, including the Amplify committee.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$53,517.00 <input checked="" type="checkbox"/> Equity funding will be used

Implementation of the Amplify committee action plan to improve the level of student voice, agency and leadership.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 4	To improve the wellbeing of all students.			
12 Month Target 4.1	Advocate at School from 85% (2019) to 90% (2021) Sense of Inclusion from 83% (2019) to 90% (2021) Effective Classroom Behaviour from 73% (2019) to 80% (2021) Resilience from 72% (2019) to 80% (2021)			
12 Month Target 4.2	Promoting positive behaviour from 88% (2019) to 95% (2021)			
12 Month Target 4.3	Collective efficacy from 65% (2020) to 75% (2021)			
KIS 1 Parents and carers as partners	Strengthen the engagement of the parents/carers in their student learning.			
Actions	<ul style="list-style-type: none"> - Establish a Community Engagement Committee to develop an action plan to improve the engagement of parents and the broader community with the school. - Appoint a committee chair to lead the committee and implement the action plan. - Have committee chair form part of the school improvement team. 			
Outcomes	Leaders will have: <ul style="list-style-type: none"> - Implemented actions from the Community Engagement Action Plan. - Provided resources and support to improve connections throughout the community. Teachers will have: <ul style="list-style-type: none"> - Been an active contributor to the development of processes which support improvements in community engagement. - Contributed to the Community Engagement committee as members, or through whole-staff forums. Students will have: <ul style="list-style-type: none"> - Taken part in a range of activities where the community has contributed to the outcome, where their involvement is fostered and celebrated. 			

Success Indicators	<ul style="list-style-type: none"> - Establishment of a Community Engagement committee with an action plan and minutes of contributions. -Involvement of Subject Matter Experts (SMEs) in inquiry learning, days of significance and community events. - Improvements to the Staff Opinion and Parent Opinion Survey results. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> - Establishment of a Community Engagement committee to increase the involvement of parents and community members in the school. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> - Appoint a committee chair to lead the Community Engagement committee. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Implementation of the Community Engagement committee action plan to improve the level of community engagement. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$254,051.00	\$254,051.00
Additional Equity funding	\$80,000.00	\$80,000.00
Grand Total	\$334,051.00	\$334,051.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Contract an English consultant for 8 days of professional learning and one pupil-free day in November.	from: Term 2 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)	\$22,000.00	\$22,000.00
Contract a Mathematics consultant for 15 days of professional learning and one pupil-free day in June.	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)	\$24,500.00	\$24,500.00
Provide for a Learning Specialist (English) to support the implementation of explicitly teaching English across the school.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$53,517.00	\$53,517.00
Provide for a Learning Specialist (Mathematics) to support the implementation of explicitly teaching Mathematics across the school.	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$53,517.00	\$53,517.00

	to: Term 4			
Purchase and provide PL for resources consistent with the implementation of explicitly teaching English and Mathematics.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$30,000.00	\$30,000.00
Whole community participation in the Diagnostic Inventory for School Improvement and involvement in the IDEAS process. (CRT costs)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Implement a pupil-free day centred on school alignment and the commencement of IDEAS (USQ Costs) and fallow-up staff meetings throughout the year.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$10,000.00	\$10,000.00
Continuation of the PLC initiative throughout 2021 (CRT costs).	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Provide for a leading teacher to lead student engagement & wellbeing, including the Amplify committee.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$53,517.00	\$53,517.00
Totals			\$254,051.00	\$254,051.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Allied Health contractors	from: Term 1	<input checked="" type="checkbox"/> Support services	\$80,000.00	\$80,000.00

	to: Term 4			
Totals			\$80,000.00	\$80,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Contract an English consultant for 8 days of professional learning and one pupil-free day in November.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Nelson/Cengage Professional Learning - Stephen Graham <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Contract a Mathematics consultant for 15 days of professional learning and one pupil-free day in June.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Every Child Counts - Kathy Palmer <input checked="" type="checkbox"/> Departmental resources Numeracy Toolkit <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Implement a school-wide coaching program for all teachers to support the implementation of explicit teaching in English and Mathematics.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Literacy/ Numeracy Toolkit <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implement a pupil-free day centred on school alignment and the commencement of IDEAS (USQ Costs) and follow-up staff meetings throughout the year.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement 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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants University of Southern Queensland - Leadership Research International	<input checked="" type="checkbox"/> On-site
PLC Leaders PL delivered by DET SWVR staff to support the implementation of the PLC initiative.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement 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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

<p>Professional learning from consultants, SIT working with staff to document the curriculum. Professional learning from consultants, SIT working with staff to document proficiency scales in English and mathematics.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants Stephen Graham Kathy Palmer 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Establishment of committees in inquiry learning, English and Mathematics to drive the work around curriculum mapping. Implemented an agreed method for coaching all teachers in implementing the instructional model and associated curriculum map and proficiency scales.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site