

# 2021 Annual Implementation Plan

## for improving student outcomes

Sunbury West Primary School (5006)



Submitted for review by Inga Wilson (School Principal) on 11 March, 2021 at 01:27 PM  
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 23 March, 2021 at 09:32 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2021

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

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

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

<b>Enter your reflective comments</b>	<p>In 2020 the school focused its work on embedding instructional models in Literacy. Ongoing professional learning was undertaken by teams in both Reading and Writing. The school was fortunate to be involved in the DSSI Teaching Partners initiative which focused on the workshop model in reading. Despite the limitations of COVID-19, teams met regularly with the Teaching Partners to focus on consistent planning documentation, independent reading, conferencing and Readers' Notebooks. This professional learning was also complemented by two Curriculum Days which provided opportunities for reflection by staff (who had been collaborating remotely) and future planning.</p> <p>Middle level leaders participate in the Learning Circles program, albeit in August rather than originally planned in March. A shift in their leadership capacity and ability to drive school based change began to evolve after this time.</p> <p>Teams also engaged with the teaching Partners for the purpose of targeting specific needs at particular points in time. The work undertaken with Narissa Leung in 2019 around the 6 + 1 traits also continued. Teams continued to work with Narissa to cement planning strategies, however only one team had the opportunity to observe modelled lessons.</p> <p>The progress of PLCs was hindered due to limited opportunities to work collaboratively for sustained periods. Significant time during these meetings was also devoted to the Teaching Partners. All teams did however have the opportunity to observe PLC meetings hosted by link schools. Instructional leaders also met once on a network level.</p>
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	<p>School Wide Positive Behaviours continued to be embedded into the culture of the school and key staff finalised their regional training. The matrix was reviewed and the 2021 action plan was drafted. The school undertook training as a partner school in the Respectful Relationships initiative with curriculum planning embedded into teaching and learning programs.</p>
<p><b>Considerations for 2021</b></p>	<p>In 2021 the school is fortunate to be able to continue its work with the Teaching Partners. The initial focus will be on the classroom environment, with an inquiry being undertaken by all teams in this area. With the Teaching Partners being able to re-engage on-site, the school hopes to fulfil actions in relation to modelled lessons, peer observation and coaching pertaining to the workshop model as this was unable to occur in 2020.</p> <p>The school will continue to embed the Writing Workshop, ensuring opportunities for all staff who had not previously undertaken professional learning in this area.</p> <p>The school will re-institute PLC inquiries, taking into account the learnings from link schools. The school will evolve its practices in this area, ensuring consistency of meeting norms, protocols and documentation.</p> <p>Ongoing professional learning for middle level Literacy and PLC leaders will continue to be important to ensure succession planning for the future.</p> <p>THE SWPB action plan will be implemented and the school will continue its professional learning in the Respectful relationships initiative with ongoing review and consolidation of curriculum planning and practices in this area.</p> <p>The impact of COVID has identified the ongoing need for ongoing, sustained work in relation to student mental health, wellbeing and resilience. Staff will continue to work with internal and external supports to strengthen practices relating to trauma and challenging behaviours.</p> <p>Communication strategies focusing on home / school partnerships will continue, evolving from the remote learning period.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To build practice excellence in the DET common set of priority areas.
<b>Target 1.1</b>	<p>From current SSP. May be adjusted to reflect DET priority area with targets drawn from 2020 ATOSS</p> <p><b>Reading</b></p> <p>By the end of 2021, the percentage of students in the top 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will increase from 34% to 50%.</p> <p>By the end of 2021, the percentage of students in the bottom 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 15% to less than 5%.</p> <p>By the end of 2021, the percentage of students with high or medium gain in Reading as measured against 4 year NAPLAN averages will increase from 76% to 90%.</p> <p><b>Writing</b></p> <p>By the end of 2021, the percentage of students in the top 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will increase from 11% to 40%</p> <p>By the end of 2021, the percentage of students in the bottom 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 20% to less than 5%.</p>

By the end of 2021, the percentage of students with high or medium gain in Writing as measured against 4 year NAPLAN averages NAPLAN will increase from 62% to 85%.

#### Stimulating Learning

By the end of 2021 the percentage of student agreement in Years 4 – 6, in relation to Stimulating Learning as measured against the 2017 ATOSS will increase from 75% to at least 95%.

#### Sense of Confidence

By the end of 2021 the percentage of student agreement in Years 4 – 6, in relation to Sense of Confidence as measured against the 2017 ATOSS will increase from 75% to at least 95%.

#### Academic Emphasis

By the end of 2021 the percentage of endorsement in relation to Academic Emphasis as measured against the 2017 Staff Opinion Survey will increase from 75% to at least 95%.

#### Collective Efficacy

By the end of 2021 the percentage of endorsement in relation to Collective Efficacy as measured against the 2017 Staff Opinion Survey will increase from 82% to at least 95%.

	<p>Instructional Leadership</p> <p>By the end of 2021 the percentage of endorsement in relation to Instructional Leadership as measured against the 2017 Staff Opinion Survey will increase from 75% to at least 95%.</p>
<p><b>Key Improvement Strategy 1.a</b> Building practice excellence</p>	<p>Learning, catch-up and extension priority</p>
<p><b>Key Improvement Strategy 1.b</b> Health and wellbeing</p>	<p>Happy, active and healthy kids priority</p>
<p><b>Key Improvement Strategy 1.c</b> Building communities</p>	<p>Connected schools priority</p>
<p><b>Goal 2</b></p>	<p>Build practice excellence to improve student learning outcomes.</p>
<p><b>Target 2.1</b></p>	<p>Reading</p> <p>By the end of 2021, the percentage of students in the top 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will increase from 34% to 50%.</p> <p>By the end of 2021, the percentage of students in the bottom 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 15% to less than 5%.</p> <p>By the end of 2021, the percentage of students with high or medium gain in Reading as measured against 4 year NAPLAN averages will increase from 76% to 90%.</p> <p>Writing</p>

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<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build staff capacity to plan a comprehensive, sequential and developmental school wide teaching and learning program based on the Victorian Curriculum
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Establish a consistent approach to staff collaboration to improve student outcomes
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Develop a consistent pedagogical model that promotes effective teaching and student agency
<b>Goal 3</b>	Build leadership teams to lead school improvement
<b>Target 3.1</b>	Stimulating Learning



	<p>By the end of 2021 the percentage of student agreement in Years 4 – 6, in relation to Stimulating Learning as measured against the 2017 ATOSS will increase from 75% to at least 95%.</p> <p>Sense of Confidence By the end of 2021 the percentage of student agreement in Years 4 – 6, in relation to Sense of Confidence as measured against the 2017 ATOSS will increase from 75% to at least 95%.</p> <p>Academic Emphasis By the end of 2021 the percentage of endorsement in relation to Academic Emphasis as measured against the 2017 Staff Opinion Survey will increase from 75% to at least 95%.</p> <p>Collective Efficacy By the end of 2021 the percentage of endorsement in relation to Collective Efficacy as measured against the 2017 Staff Opinion Survey will increase from 82% to at least 95%.</p> <p>Instructional Leadership By the end of 2021 the percentage of endorsement in relation to Instructional Leadership as measured against the 2017 Staff Opinion Survey will increase from 75% to at least 95%.</p>
<p><b>Key Improvement Strategy 3.a</b> Building leadership teams</p>	<p>Establish a clear understanding of the school’s vision and values to build a culture that drives innovation and improvement.</p>
<p><b>Key Improvement Strategy 3.b</b> Building leadership teams</p>	<p>Establish a culture of collaboration for review, collective responsibility and shared accountability for school improvement.</p>
<p><b>Key Improvement Strategy 3.c</b> Building leadership teams</p>	<p>Build the capacity of school leaders and all staff, maximising opportunities to share knowledge and engage in quality professional learning</p>



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To build practice excellence in the DET common set of priority areas.	Yes	<p>From current SSP. May be adjusted to reflect DET priority area with targets drawn from 2020 ATOSS</p> <p><b>Reading</b></p> <p>By the end of 2021, the percentage of students in the top 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will increase from 34% to 50%.</p> <p>By the end of 2021, the percentage of students in the bottom 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 15% to less than 5%.</p> <p>By the end of 2021, the percentage of students with high or medium gain in Reading as measured against 4 year NAPLAN averages will increase from 76% to 90%.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p><b>Stimulating Learning</b> By the end of 2021 the % of student agreement in Years 4 – 6, in relation to Stimulating Learning as measured against the 2020 ATOSS will increase from 56% to at least 85%.</p> <p><b>Sense of Confidence</b> By the end of 2021 the % of student agreement in Years 4 – 6, in relation to Sense of Confidence as measured against the 2020 ATOSS will increase from 58% to at least 85%.</p> <p><b>Academic Emphasis</b> By the end of 2021 the % of endorsement in relation to Academic Emphasis as measured against the 2020 Staff Opinion Survey will increase from 76% to at least 95%.</p> <p><b>Collective Efficacy</b> By the end of 2021 the % of endorsement in relation to Collective Efficacy as measured against the 2017 Staff Opinion Survey will increase from 84% to at least</p>

	<p><b>Writing</b></p> <p>By the end of 2021, the percentage of students in the top 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will increase from 11% to 40%</p> <p>By the end of 2021, the percentage of students in the bottom 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 20% to less than 5%.</p> <p>By the end of 2021, the percentage of students with high or medium gain in Writing as measured against 4 year NAPLAN averages NAPLAN will increase from 62% to 85%.</p> <p><b>Stimulating Learning</b></p> <p>By the end of 2021 the percentage of student agreement in Years 4 – 6, in relation to Stimulating Learning as measured against the 2017 ATOSS will increase from 75% to at least 95%.</p> <p><b>Sense of Confidence</b></p> <p>By the end of 2021 the percentage of student agreement in Years 4 – 6, in relation to Sense of Confidence as measured</p>	<p>95%.</p> <p><b>Instructional Leadership</b> By the end of 2021 the % of endorsement in relation to Instructional Leadership as measured against the 2020 Staff Opinion Survey will increase from 73% to at least 95%.</p> <p>By the end of 2021, the percentage of students in the top 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will increase from 30% to 50%.</p> <p>By the end of 2021, the percentage of students in the bottom 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 11% to less than 5%.</p> <p>By the end of 2021, the percentage of students with high or medium gain in Reading as measured against 4 year NAPLAN averages will increase from 75% to 90%.</p> <p>By the end of 2021, the percentage of students in the top 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will increase from 9% to 40%</p> <p>By the end of 2021, the percentage of students in the bottom 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will</p>
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Build practice excellence to improve student learning outcomes.	Yes	Reading	<p>Reading</p> <p>By the end of 2021, the percentage of students in the top 2 bands for Reading</p>

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Build leadership teams to lead school improvement	No	<p><b>Stimulating Learning</b> By the end of 2021 the percentage of student agreement in Years 4 – 6, in relation to Stimulating Learning as measured against the 2017 ATOSS will increase from 75% to at least 95%.</p> <p><b>Sense of Confidence</b> By the end of 2021 the percentage of student agreement in Years 4 – 6, in relation to Sense of Confidence as measured against the 2017 ATOSS will increase from 75% to at least 95%.</p> <p><b>Academic Emphasis</b> By the end of 2021 the percentage of endorsement in relation to Academic Emphasis as measured against the 2017 Staff Opinion Survey will increase from 75% to at least 95%.</p> <p><b>Collective Efficacy</b></p>	

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<b>Goal 1</b>	To build practice excellence in the DET common set of priority areas.
<b>12 Month Target 1.1</b>	<p>Stimulating Learning By the end of 2021 the % of student agreement in Years 4 – 6, in relation to Stimulating Learning as measured against the 2020 ATOSS will increase from 56% to at least 85%.</p> <p>Sense of Confidence By the end of 2021 the % of student agreement in Years 4 – 6, in relation to Sense of Confidence as measured against the 2020 ATOSS will increase from 58% to at least 85%.</p> <p>Academic Emphasis By the end of 2021 the % of endorsement in relation to Academic Emphasis as measured against the 2020 Staff Opinion Survey will increase from 76% to at least 95%.</p> <p>Collective Efficacy By the end of 2021 the % of endorsement in relation to Collective Efficacy as measured against the 2017 Staff Opinion Survey will increase from 84% to at least 95%.</p> <p>Instructional Leadership By the end of 2021 the % of endorsement in relation to Instructional Leadership as measured against the 2020 Staff Opinion Survey will increase from 73% to at least 95%.</p>



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<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Learning, catch-up and extension priority Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority Yes
<b>KIS 3</b> Building communities	Connected schools priority Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.</p>
<p><b>Goal 2</b></p>	<p>Build practice excellence to improve student learning outcomes.</p>
<p><b>12 Month Target 2.1</b></p>	<p>Reading By the end of 2021, the percentage of students in the top 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will increase from 30% to 50%.</p> <p>By the end of 2021, the percentage of students in the bottom 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 11% to less than 5%.</p> <p>By the end of 2021, the percentage of students with high or medium gain in Reading as measured against 4 year NAPLAN averages will increase from 75% to 90%.</p> <p>Writing By the end of 2021, the percentage of students in the top 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will increase from 9% to 40%</p> <p>By the end of 2021, the percentage of students in the bottom 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 18% to less than 5%.</p> <p>By the end of 2021, the percentage of students with high or medium gain in Writing as measured against 4 year NAPLAN averages NAPLAN will increase from 85%</p> <p>Numeracy By the end of 2021, the percentage of students in the top 2 bands for Numeracy as measured against Year 5 NAPLAN averages over the past 4 years will increase from 15% to 40%</p> <p>By the end of 2021, the percentage of students in the bottom 2 bands for Numeracy as measured against Year 5 NAPLAN averages over the past will decrease from 18% to less than 5%.</p>

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<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build staff capacity to plan a comprehensive, sequential and developmental school wide teaching and learning program based on the Victorian Curriculum	No
<b>KIS 2</b> Building practice excellence	Establish a consistent approach to staff collaboration to improve student outcomes	No
<b>KIS 3</b> Building practice excellence	Develop a consistent pedagogical model that promotes effective teaching and student agency	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.	Although the school continued with its work towards consistent pedagogical models, many of the planned activities were impacted due to COVID. As this is the last year of the current strategic plan, the school would like to reinforce and embed practices, particularly in relation to work undertaken in Reading, Writing and PLC inquiry.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To build practice excellence in the DET common set of priority areas.
<b>12 Month Target 1.1</b>	<p>Stimulating Learning By the end of 2021 the % of student agreement in Years 4 – 6, in relation to Stimulating Learning as measured against the 2020 ATOSS will increase from 56% to at least 85%.</p> <p>Sense of Confidence By the end of 2021 the % of student agreement in Years 4 – 6, in relation to Sense of Confidence as measured against the 2020 ATOSS will increase from 58% to at least 85%.</p> <p>Academic Emphasis By the end of 2021 the % of endorsement in relation to Academic Emphasis as measured against the 2020 Staff Opinion Survey will increase from 76% to at least 95%.</p> <p>Collective Efficacy By the end of 2021 the % of endorsement in relation to Collective Efficacy as measured against the 2017 Staff Opinion Survey will increase from 84% to at least 95%.</p> <p>Instructional Leadership By the end of 2021 the % of endorsement in relation to Instructional Leadership as measured against the 2020 Staff Opinion Survey will increase from 73% to at least 95%.</p> <p>By the end of 2021, the percentage of students in the top 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will increase from 30% to 50%.</p> <p>By the end of 2021, the percentage of students in the bottom 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 11% to less than 5%.</p> <p>By the end of 2021, the percentage of students with high or medium gain in Reading as measured against 4 year NAPLAN averages will increase from 75% to 90%.</p> <p>By the end of 2021, the percentage of students in the top 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will increase from 9% to 40%</p>

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<b>KIS 1</b> Building practice excellence	Learning, catch-up and extension priority
<b>Actions</b>	<p>Use data informed practices to identify and respond to the learning needs of students.</p> <p>Use the PLC inquiry process to target student achievement and implement appropriate interventions to ensure learning progress and growth for all students.</p> <p>Promote opportunities for student voice and agency that support goal setting and feedback in their learning</p> <p>Implement the tutoring program with a focus on Literacy and Numeracy</p>
<b>Outcomes</b>	<p>Students will</p> <ul style="list-style-type: none"> <li>Contribute to shaping the curriculum and learning activities</li> <li>Be able to articulate the goals of each lesson and how they know if they have successfully achieved them</li> <li>Understand and self-assess their progress and be able to articulate what they need to learn next</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>Articulate learning intentions, success criteria and provide feedback to students in relation to the attainment of goals</li> <li>Consistently implement agreed upon instructional models for Reading, Writing and Numeracy</li> <li>Stimulate students to explore their own beliefs, assumptions and understandings</li> <li>Use peer observations and feedback on teacher practice</li> <li>Collaborate with colleagues to trial and refine application of HITS</li> </ul> <p>Leaders will</p> <ul style="list-style-type: none"> <li>Conduct observations of practice in classrooms using Peer Observation and Learning Walk models to monitor changes in practice</li> <li>Meet with staff to provide feedback on practice</li> <li>Work with critical friends and teaching partners to develop effective professional learning structures that support teacher capacity building</li> </ul>
<b>Success Indicators</b>	<p>Attitudes to School Survey 4-6</p> <p>Pivot P-6</p>

	School staff survey EOI P-2 MOI P-6 PAT-R and PAT-M P-6 On Demand number 3-6 Fountas and Pinnell/other bench marking tool eg. PM, Probe			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Use PLC structures and the inquiry process to embed teacher understanding and practices in relation to the Victorian Teaching Model. Specifically, teachers will incorporate the Practice Principles and the HITS when determining the focus for improving student outcomes.</p> <p>PLC instructional leaders will have access to further training via link schools and network initiatives.</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$39,500.00  <input checked="" type="checkbox"/> Equity funding will be used
<p>Build staff understanding and capacity in relation to student voice, agency and leadership. Targeted professional learning will support staff to further develop opportunities to engage and empower students. Team planning and PLC inquiries will provide a vehicle for teams to enhance their practices in this area. This will also be further supported by professional learning undertaken with Narissa Leung in Writing and the Teaching Partners in Reading.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Use data to identify cohorts of children requiring intervention in Literacy and Numeracy. Schedule regular and ongoing support programs in these areas for individuals and small groups of children. Ensure that all children participating in the tutoring program have an individual learning plan and that a communication strategy is established with parents.</p> <p>Provide support to the tutors via opportunities to meet with teachers for the purpose of planning and feedback. Provide tutors with relevant professional learning to support their pedagogical practice and implementation of programs.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<p>Embed behavioural expectations, building teachers' understandings of positive classroom behaviour and engagement practices and ensuring students have the tools and skills to develop positive and self-regulating behaviours.</p> <p>Establish a Student Engagement &amp; Wellbeing team to support the implementation of SWPB and RRRR curriculum.</p> <p>Develop a professional learning strategy and the development of resources to support staff in their practices to embed SWPB and RRRR</p> <p>Introduce a pastoral care program through funding via the National Chaplaincy Program</p>			
<b>Outcomes</b>	<p>Students will:</p> <p>Contribute to the development of whole school rewards and celebrations.</p> <p>Engage with the SWPB matrix as part of their daily interactions in school life</p> <p>Model the school's values and act as positive role models via the various student engagement programs</p> <p>Teachers will:</p> <p>Consistently use and follow the behaviour flow chart that outlines procedures to follow when managing student behaviour.</p> <p>Regularly reinforce and recognize positive behaviours via Compass and rewards systems</p> <p>Demonstrate increased familiarity with the Rights, Resilience and Respectful Relationships curriculum.</p> <p>Leaders will:</p> <p>Support the implementation of RRRR and SWPB via ongoing professional learning opportunities and wellbeing programs</p> <p>Establishing structures and schedules that support staff engagement in the SWPB and RRRR initiatives</p>			
<b>Success Indicators</b>	<p>Planning documents reflect incorporation of RRRR.</p> <p>Record keeping and data collection on Compass in regard to student behaviour.</p> <p>Whole school reward day once a term.</p> <p>Review the progress made against the SET conducted in 2019 for SWPB.</p> <p>Pivot / ATOSS</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Establish meeting structures to ensure regular opportunities for the Student Engagement and Wellbeing team to work together to plan for and implement whole school initiatives in SWPB and RRRR.</p> <p>Teams will meet regularly to develop actions and monitor progress towards the achievement of goals and key improvement strategies.</p>	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	<p>from:</p> <p>Term 1</p> <p>to:</p> <p>Term 4</p>	<p>\$0.00</p>

The school will review and evaluate its progress throughout the year.				<input type="checkbox"/> Equity funding will be used
Review and refine the SWPB Behaviour Matrix to promote a shared language and continuity of practice in relation to behavior management practices. This will also involve a communication strategy to the whole school community to promote a shared language and culture in relation to values, rights and responsibilities.	<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
The SIT will coordinate the implementation of a whole school rewards day once a term that focusses on building a positive school community culture. Students will be instrumental in the negotiation and development of how these days will run. There will be a strong emphasis on relationship building across the school.	<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
Provide opportunities to release Student and Engagement Coordinator to drive the implementation of the SWPB and RRR across the school. This includes: - Release for the purpose of ongoing professional learning - the development of resources that are needed in the kits. - planning and delivery of Professional Learning sessions for staff on RRR and SWPB. - Update "It's up to me" curriculum documents with e-safety scope and sequence included - Conduct Peer mediator training for year 5/6 students	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input type="checkbox"/> Equity funding will be used
Revise and consolidate in consultation with staff, a behaviour management flow chart, including minor/major behaviours and their associated consequences. This will be communicated to students and parents outlining clear expectations. The matrix will complement the school's Behaviour Management Policy.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
The school will engage a chaplain to work at the school on a part time basis. The chaplain would be expected to be part of the	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$30,000.00



<p>Student Engagement and Wellbeing AIP Initiative team to develop and support wellbeing programs that promote social, emotional and spiritual wellbeing. They will enhance the school's communication of initiatives, facilitating stronger community partnerships.</p> <p>The role of the chaplain at Sunbury West will be to provide social and emotional, spiritual and educational support for vulnerable children.</p> <p>They will provide both individual and group support, as well as playing a fundamental role in daily school programs. Examples of this include:</p> <ul style="list-style-type: none"> <li>Coordination of group activities for students</li> <li>Participation in whole school activities eg. Housemates (Cross-age wellbeing program)</li> <li>Organisation of lunchtime activities for social skill development to encourage pro-social behaviour</li> <li>Meeting with individual students where required as a mentor/supportive person.</li> <li>Provide support and guidance to individuals and groups – bullying, peer issues, behaviour and wellbeing issues</li> <li>Working in classrooms to develop relationships with staff and students</li> <li>Contributions to whole school events, building community relationships</li> </ul> <p>As an integral member of the school community, the chaplain will build trusted relationships, with the aim of role modelling, mentoring and pastoral care for the purpose of prevention and early intervention and improved overall student wellbeing.</p>			to: Term 4	<input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Engage in Principal Class Community of Practice as an action research project around student engagement. Strengthen and formalise an ongoing communication strategy developed during remote learning to build / home school partnerships around student learning. Initiate planning phases for capital works funding			

<b>Outcomes</b>	<p>Leaders will          Use evidence based research to develop understanding and evolve practice in relation to student engagement.          Participate in and contribute to the collective professional learning within the CoP with a view for positive impact at the school level.          Document and articulate a communication strategy in consultation with staff and the community.          Engage with the VSBA and community, following the relevant processes for future capital works.</p> <p>Teachers will:          Collect data in relation to student engagement.          Implement a communication strategy with all parents in their homegroup on an ongoing basis.          Continue to build strong relationships with students and parents using differentiated approaches to cater for individual needs.</p> <p>Students will:          Articulate a sense of belonging and connectedness to their school, peers and teachers.          Demonstrate increased voice and agency in their learning and wellbeing.</p>			
<b>Success Indicators</b>	<p>ATOSS          Pivot surveys          Compass Pulse          Staff Opinion Survey          Parent Opinion Survey</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Principal Class will regularly attend Hume / Moreland and SDR Community of Practice meetings. The inquiry will involve data gathering in relation to student engagement. The data collected will include the following areas: achievement, attendance, behaviour , mental health, disability and trauma. The data will help with the identification of at risk students. The action research will entail investigation into school practices in alternative settings.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Use consultation processes with staff to re-shape home / school communications strategies.          Modify the remote learning engagement tracker for the purpose of ongoing monitoring and communication to parents. The tracker was used during remote learning to maintain a record of evidence</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

around student engagement and attendance. Modifications for ongoing use at school will enhance teacher awareness of student engagement and improved communication levels with parents and carers. Protocols and expectations will be co-designed with staff.				
Complete AMP phases for the school's Capital Works project. Phase 1 will be completed by the 4th February. We will work through Phase 2 and the subsequent planning procedures.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000,500.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Build practice excellence to improve student learning outcomes.			
<b>12 Month Target 2.1</b>	<p>Reading</p> <p>By the end of 2021, the percentage of students in the top 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will increase from 30% to 50%.</p> <p>By the end of 2021, the percentage of students in the bottom 2 bands for Reading as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 11% to less than 5%.</p> <p>By the end of 2021, the percentage of students with high or medium gain in Reading as measured against 4 year NAPLAN averages will increase from 75% to 90%.</p> <p>Writing</p> <p>By the end of 2021, the percentage of students in the top 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will increase from 9% to 40%</p> <p>By the end of 2021, the percentage of students in the bottom 2 bands for Writing as measured against Year 5 NAPLAN averages over the past 4 years will decrease from 18% to less than 5%.</p> <p>By the end of 2021, the percentage of students with high or medium gain in Writing as measured against 4 year NAPLAN averages NAPLAN will increase from 85%</p> <p>Numeracy</p> <p>By the end of 2021, the percentage of students in the top 2 bands for Numeracy as measured against Year 5 NAPLAN averages over the past 4 years will increase from 15% to 40%</p>			

	<p>By the end of 2021, the percentage of students in the bottom 2 bands for Numeracy as measured against Year 5 NAPLAN averages over the past will decrease from 18% to less than 5%.</p> <p>By the end of 2021, the percentage of students with high or medium gain in Numeracy as measured against NAPLAN will increase from 67% to 90%</p>
<b>KIS 1</b> Building practice excellence	Develop a consistent pedagogical model that promotes effective teaching and student agency
<b>Actions</b>	<p>Refine, consolidate and implement a consistent, agreed upon instructional model for Reading, Writing and Numeracy.</p> <p>Ensure consistency of practice regarding curriculum planning and documentation.</p> <p>Implement a professional learning strategy that focuses on the workshop model in Reading, Writing and Numeracy.</p>
<b>Outcomes</b>	<p>Students will</p> <ul style="list-style-type: none"> <li>Contribute to shaping the curriculum and learning activities</li> <li>Be able to articulate the goals of each lesson and how they know if they have successfully achieved them</li> <li>Understand and self-assess their progress and be able to articulate what they need to learn next</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>Articulate learning intentions, success criteria and provide feedback to students in relation to the attainment of goals</li> <li>Consistently implement agreed upon instructional models for Reading, Writing and Numeracy</li> <li>Stimulate students to explore their own beliefs, assumptions and understandings</li> <li>Use peer observations and feedback on teacher practice</li> <li>Collaborate with colleagues to trial and refine application of HITS</li> </ul> <p>Leaders will</p> <ul style="list-style-type: none"> <li>Conduct observations of practice in classrooms using Peer Observation and Learning Walk models to monitor changes in practice</li> <li>Meet with staff to provide feedback on practice</li> <li>Work with critical friends and teaching partners to develop effective professional learning structures that support teacher capacity building</li> </ul>
<b>Success Indicators</b>	<p>Attitudes to School Survey 4-6</p> <p>Pivot P-6</p> <p>School staff survey</p> <p>EOI P-2</p> <p>MOI P-6</p> <p>PAT-R and PAT-M P-6</p>

On Demand number 3-6 Fountas and Pinnell/other bench marking tool eg. PM, Probe				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Work with DSSI Teaching Partners at the team level to support staff capabilities in Reading. The Theory Of Action states, 'If we build the capacity of all teachers to deliver evidence based, consistently implemented Reading program at each student's point of need, and if we build the capacity of middle leaders to effectively and consistently support teachers to deliver high quality teaching and learning, then...Precise and improved teaching practice will ensure that students will be engaged in meaningful learning and experience success.</p> <p>Teaching Partners will meet weekly with teaching teams and leadership. They will conduct regular observations of team planning and classroom practice to inform ongoing capacity building for staff in relation to the workshop model in Reading.</p> <p>They will also use a train the trainer model to build middle leader capacity to deliver evidence based and ongoing professional learning for staff. This will focus predominantly on curriculum planning, documentation and teaching approaches.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<p>Work with critical friend and consultant Narissa Leung to embed staff capabilities in relation to the 6 + 1 Traits of Writing. This will involve ongoing professional learning at the school level, using a modelling, coaching, peer observation and feedback model. Work will specifically focus on the workshop model to enhance staff understanding and pedagogical practices in relation to teaching approaches and the instructional model.</p> <p>Narissa will work with each team respectively, conducting full day workshops. She will focus on moderation of Writing and subsequent development of units of work. She will also model best practice in relation to the Writing Workshop with opportunities for staff feedback.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input type="checkbox"/> Equity funding will be used

<p>Continue to work with critical friend and consultant Kathy Palmer to build staff capacity in the area of Numeracy. Kathy will provide explicit training to new and graduate teachers in relation to the instructional model and problem based learning. She will also continue to work with teaching teams reinforcing the Big Ideas in Number, Essential Learnings and Misconceptions. Planning will be re-visited to ensure consistency across teams. A focus on data will inform staff how to re-assess using the MOI and scaffold student learning. Kathy will also support data collection and planning for the tutoring program in Numeracy.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$8,000.00  <input type="checkbox"/> Equity funding will be used
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# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$44,500.00	\$44,500.00
Additional Equity funding	\$44,500.00	\$44,500.00
<b>Grand Total</b>	<b>\$89,000.00</b>	<b>\$89,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Use PLC structures and the inquiry process to embed teacher understanding and practices in relation to the Victorian Teaching Model. Specifically, teachers will incorporate the Practice Principles and the HITS when determining the focus for improving student outcomes. PLC instructional leaders will have access to further training via link schools and network initiatives.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$39,500.00	\$39,500.00
Work with DSSI Teaching Partners at the team level to support staff capabilities in Reading. The Theory Of Action states, 'If we build the capacity of all teachers to deliver evidence based, consistently implemented Reading program at each student's point of need, and if we build the capacity of middle leaders to effectively and consistently support teachers to deliver high quality teaching and learning, then...Precise and improved teaching practice will ensure that students will be engaged in meaningful learning and experience success.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00

Teaching Partners will meet weekly with teaching teams and leadership. They will conduct regular observations of team planning and classroom practice to inform ongoing capacity building for staff in relation to the workshop model in Reading. They will also use a train the trainer model to build middle leader capacity to deliver evidence based and ongoing professional learning for staff. This will focus predominantly on curriculum planning, documentation and teaching approaches.				
<b>Totals</b>			\$44,500.00	\$44,500.00

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
The credit component of equity funding in the SRP will be used to support staff release for the purpose of PLC inquiry and curriculum planning. Teaching teams will be released for half a day each week for the purpose of PLC inquiry and planning. Regular teachers will be employed for class coverage on these days. This funding allocation will substitute the traditional specialist teacher programs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$44,500.00	\$44,500.00
<b>Totals</b>			\$44,500.00	\$44,500.00



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Build staff understanding and capacity in relation to student voice, agency and leadership. Targeted professional learning will support staff to further develop opportunities to engage and empower students. Team planning and PLC inquiries will provide a vehicle for teams to enhance their practices in this area. This will also be further supported by professional learning undertaken with Narissa Leung in Writing and the Teaching Partners in Reading.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <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
Provide opportunities to release Student and Engagement Coordinator to drive the implementation of the SWPB and RRR across the school. This includes: - Release for the purpose of ongoing professional learning - the development of resources that are needed in the kits. - planning and delivery of Professional Learning	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources RRR	<input checked="" type="checkbox"/> On-site

<p>sessions for staff on RRR and SWPB.</p> <ul style="list-style-type: none"> <li>- Update "It's up to me" curriculum documents with e-safety scope and sequence included</li> <li>- Conduct Peer mediator training for year 5/6 students</li> </ul>						
<p>Principal Class will regularly attend Hume / Moreland and SDR Community of Practice meetings. The inquiry will involve data gathering in relation to student engagement. The data collected will include the following areas: achievement, attendance, behaviour, mental health, disability and trauma. The data will help with the identification of at risk students. The action research will entail investigation into school practices in alternative settings.</p>	<input checked="" type="checkbox"/> Leadership Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> Off-site PL will take place at designated venues for Hume / Moreland and SDR network meetings
<p>Complete AMP phases for the school's Capital Works project. Phase 1 will be completed by the 4th February. We will work through Phase 2 and the subsequent planning procedures.</p>	<input checked="" type="checkbox"/> Leadership Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources VSBA	<input checked="" type="checkbox"/> On-site

<p>Work with DSSI Teaching Partners at the team level to support staff capabilities in Reading. The Theory Of Action states, 'If we build the capacity of all teachers to deliver evidence based, consistently implemented Reading program at each student's point of need, and if we build the capacity of middle leaders to effectively and consistently support teachers to deliver high quality teaching and learning, then...Precise and improved teaching practice will ensure that students will be engaged in meaningful learning and experience success. Teaching Partners will meet weekly with teaching teams and leadership. They will conduct regular observations of team planning and classroom practice to inform ongoing capacity building for staff in relation to the workshop model in Reading. They will also use a train the trainer model to build middle leader capacity to deliver evidence based and ongoing professional learning for staff. This will focus predominantly on curriculum planning,</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p>from: Term 1 to: Term 3</p>	<p><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</p>	<p><input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting</p>	<p><input checked="" type="checkbox"/> Teaching partners</p>	<p><input checked="" type="checkbox"/> On-site</p>
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documentation and teaching approaches.						
Work with critical friend and consultant Narissa Leung to embed staff capabilities in relation to the 6 + 1 Traits of Writing. This will involve ongoing professional learning at the school level, using a modelling, coaching, peer observation and feedback model. Work will specifically focus on the workshop model to enhance staff understanding and pedagogical practices in relation to teaching approaches and the instructional model. Narissa will work with each team respectively, conducting full day workshops. She will focus on moderation of Writing and subsequent development of units of work. She will also model best practice in relation to the Writing Workshop with opportunities for staff feedback.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Narissa Leung	<input checked="" type="checkbox"/> On-site
Continue to work with critical friend and consultant Kathy Palmer to build staff capacity in the area of Numeracy. Kathy will provide explicit	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Kathy Palmer - Every Child Counts Numeracy Consulting	<input checked="" type="checkbox"/> On-site

<p>training to new and graduate teachers in relation to the instructional model and problem based learning. She will also continue to work with teaching teams reinforcing the Big Ideas in Number, Essential Learnings and Misconceptions. Planning will be re-visited to ensure consistency across teams. A focus on data will inform staff how to re-assess using the MOI and scaffold student learning.</p> <p>Kathy will also support data collection and planning for the tutoring program in Numeracy.</p>						
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