

# **2020 Annual Implementation Plan**

## **for improving student outcomes**

Boneo Primary School (1184)



Submitted for review by Mandy Whitworth (School Principal) on 12 December, 2019 at 09:00 PM  
Endorsed by Leonie King (Senior Education Improvement Leader) on 12 December, 2019 at 10:26 PM  
Endorsed by Kym Curtis (School Council President) on 18 December, 2019 at 10:24 AM

## Self-evaluation Summary - 2020

|  | <b>FISO Improvement Model Dimensions</b><br>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  | Evolving                          |
|  | Evaluating impact on learning   | Evolving moving towards Embedding |
| <b>Professional leadership</b>             | Building leadership teams   | Embedding                         |
|  | Instructional and shared leadership   | Evolving moving towards Embedding |
|  | Strategic resource management   | Embedding                         |
|  | Vision, values and culture  | Evolving moving towards Embedding |

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

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

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| <b>Enter your reflective comments</b> | <p>Excellence in Teaching and Learning<br/> In 2020, to move our school from evolving to embedding we will focus on staff's PDP being around the self selection of High Impact Teaching Strategies. We will be utilising our Learning Specialists and the regional SSIPL's to strengthen the PLC model that is currently in place with a specific focus on collaboration, effective instructional practice and use of data. Using an inquiry structure, staff will be mapping against curriculum using the E5 Pedagogical Model in a collaborative manner. The assessment schedule will be revised to be reflective of curriculum mapping.</p> <p>Professional Leadership<br/> To move from embedding to excelling in the area of Building Leadership Teams, each term the School Improvement Team will review using the FISO Inquiry Cycle our impact and plan for the future and revise our action plan.</p> <p>Positive Climate for Learning<br/> To move forward in the area of empowering students and building school pride the implementation of an inquiry curriculum where children actively make decisions and have a say in the pathway of their learning. A strong focus on individual student portfolios where students regularly reflect upon and set ongoing ambitious targets for learning.</p> <p>Building Communities</p> |
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|   | Units of inquiry will have a focus on living locally and thinking globally. Additionally every year level will have a unit of work that embraces indigenous culture.  |
| <b>Considerations for 2020</b>          | <p>Actions</p> <ul style="list-style-type: none"> <li>- Teachers weekly planners will have a data tracking section.</li> <li>- Staff will focus on HITS through their PDP and will work in teacher research groups to improve their instructional practice.</li> <li>- Term action plans will be in place to monitor each aspect of the 2020 AIP. This will work on a 5 week touch point cycle.</li> <li>- SSIPL's will work with teachers in year 3-6 with a focus on reading.</li> <li>- A designated Student Excellence Teacher will be appointed and will work with our highly able students.</li> <li>- Student portfolios will be implemented across the school.</li> <li>- Curriculum mapping and documentation will support the implementation of an inquiry approach.</li> </ul> |
| <b>Documents that support this plan</b> |   |

## SSP Goals Targets and KIS

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|---|---|
| <b>Goal 1</b>   | To improve student connectedness and engagement in school and learning.   |
| <b>Target 1.1</b>   | <p>For the following variables of the Attitudes to School Survey maintain or reach at least 85% positive response:</p> <p>Stimulated learning, learning confidence, motivation and interest, self-regulation and goal setting, student voice and agency.</p> <p>To reduce absenteeism to 15 days on average over 4 years.</p>   |
| <b>Key Improvement Strategy 1.a</b><br>Intellectual engagement and self-awareness | Enhance structures and processes within curriculum planning and the School's pedagogical framework to enable: <ul style="list-style-type: none"> <li>* student agency and learner self awareness</li> <li>* students to set SMART goals, self assess and reflect.</li> </ul>  |
| <b>Goal 2</b>   | To improve numeracy and literacy outcomes for all students.   |
| <b>Target 2.1</b>   | <p><b>PLC Maturity Matrix</b><br/>         Communities of Practice (COP) Self-Assessment tool<br/>         Use the PLC maturity matrix and COP self-assessment tool to establish baseline data in 2018 and set targets for the remainder of the review period.</p> <p><b>School Staff Survey</b><br/>         The following variables to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Collective efficacy – 85%</li> <li>• Academic emphasis – 80%</li> <li>• Teacher collaboration – 80%</li> <li>• Collective focus on student learning – 85%</li> </ul> |

## **NAPLAN**

### **NAPLAN**

- Increase, over the whole review period, the percentage achieving in the top two NAPLAN bands at Year 3 and Year 5 in the following domains of English and Mathematics:
  - NUMERACY Year 3: 40%
  - NUMERACY Year 5: 25%
  - READING Year 3: 50%
  - READING Year 5: 35%
  - WRITING Year 3: 50%
  - WRITING Year 5: 20%
- Reduce to zero, the number of students achieving in the bottom two NAPLAN bands at Year 3 and Year 5.
- Increase the percentage of students with high gain to at least 25% in all domains of English and Mathematics over the whole review period.

### **Teacher Judgements**

- All students achieve at least one year's growth every year.

Increase the proportion of students receiving an A or B to consistently match the proportion of students achieving in the top two NAPLAN bands

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| <b>Key Improvement Strategy 2.a</b><br>Building practice excellence | Maximise learning growth for all students in Literacy through a consistent whole school approach to learning and teaching. |
| <b>Key Improvement Strategy 2.b</b><br>Building practice excellence | Maximise learning growth for all students in Numeracy through a consistent whole school approach to learning and teaching. |
| <b>Key Improvement Strategy 2.c</b><br>Building practice excellence | Action Plan to accelerate improvement  |

## Select Annual Goals and KIS

| Four Year Strategic Goals   | Is this selected for focus this year? | Four Year Strategic Targets   | 12 month target   |
|---|---------------------------------------|---|---|
| To improve student connectedness and engagement in school and learning. | Yes                                   | <p>For the following variables of the Attitudes to School Survey maintain or reach at least 85% positive response:</p> <p>Stimulated learning, learning confidence, motivation and interest, self-regulation and goal setting, student voice and agency.</p> <p>To reduce absenteeism to 15 days on average over 4 years.</p>   | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The Attitudes to School student responses is 70% or above positive in the following:</p> <ul style="list-style-type: none"> <li>* Stimulating learning</li> <li>* Learning Confidence</li> <li>* Motivation and Interest</li> <li>* Self-regulation and Goal Setting</li> <li>* Student Voice and Agency</li> </ul> <p>Reduce student absenteeism.</p> |
| To improve numeracy and literacy outcomes for all students.             | Yes                                   | <p><b>PLC Maturity Matrix</b><br/>Communities of Practice (COP) Self-Assessment tool<br/>Use the PLC maturity matrix and COP self-assessment tool to establish baseline data in 2018 and set targets for the remainder of the review period.</p> <p><b>School Staff Survey</b><br/>The following variables to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Collective efficacy – 85%</li> <li>• Academic emphasis – 80%</li> </ul> | <p>In Literacy, we will maintain 56% of students operating in the top 2 Bands according to NAPLAN Year 3 to 5 growth data</p> <p>In Numeracy, we will maintain 53% of students operating in the top 2 Bands according to NAPLAN Year 3 to 5 growth data</p>   |



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|  |  | <ul style="list-style-type: none"> <li>• Teacher collaboration – 80%</li> <li>• Collective focus on student learning – 85%</li> </ul> <p><b>NAPLAN</b></p> <p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• Increase, over the whole review period, the percentage achieving in the top two NAPLAN bands at Year 3 and Year 5 in the following domains of English and Mathematics: <ul style="list-style-type: none"> <li>○ NUMERACY Year 3: 40%</li> <li>○ NUMERACY Year 5: 25%</li> <li>○ READING Year 3: 50%</li> <li>○ READING Year 5: 35%</li> <li>○ WRITING Year 3: 50%</li> <li>○ WRITING Year 5: 20%</li> </ul> </li> <li>• Reduce to zero, the number of students achieving in the bottom two NAPLAN bands at Year 3 and Year 5.</li> <li>• Increase the percentage of students with high gain to at least 25% in all domains of English and Mathematics over the whole review period.</li> </ul> <p><b>Teacher Judgements</b></p> |  |
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|  |  | <ul style="list-style-type: none"> <li>All students achieve at least one year's growth every year.</li> </ul> <p>Increase the proportion of students receiving an A or B to consistently match the proportion of students achieving in the top two NAPLAN bands</p> |  |
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| <b>Goal 1</b>  | To improve student connectedness and engagement in school and learning.   |   |
| <b>12 Month Target 1.1</b>                                 | <p>The Attitudes to School student responses is 70% or above positive in the following:</p> <ul style="list-style-type: none"> <li>* Stimulating learning</li> <li>* Learning Confidence</li> <li>* Motivation and Interest</li> <li>* Self-regulation and Goal Setting</li> <li>* Student Voice and Agency</li> </ul> <p>Reduce student absenteeism.</p> |   |
| <b>Key Improvement Strategies</b>                          |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Intellectual engagement and self-awareness | <p>Enhance structures and processes within curriculum planning and the School's pedagogical framework to enable:</p> <ul style="list-style-type: none"> <li>* student agency and learner self awareness</li> <li>* students to set SMART goals, self assess and reflect.</li> </ul>   | Yes                                       |

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| <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>Following review of Panorama data, interviews with students, teachers and the community it was decided that this remains a school priority. We identified that having high expectations for all community members is integral to improvement.</p> <p>Stimulating learning and Motivation and Interest<br/>Curriculum mapping and documentation will support the implementation of an inquiry approach. Teachers will be supported to implement a student driven inquiry cycle. A designated Student Excellence Teacher will be appointed and will work with our highly able students. Passion and interest projects for students in Years 5 and 6 (TREC).</p> <p>Learning Confidence, Self-regulation and Goal Setting and Student Voice and Agency<br/>Student portfolios will be implemented across the school. Students will be supported with reflection protocols, goal setting and strategic feedback.</p> |  |
| <p><b>Goal 2</b></p>   | <p>To improve numeracy and literacy outcomes for all students.</p>  |  |
| <p><b>12 Month Target 2.1</b></p>  | <p>In Literacy, we will maintain 56% of students operating in the top 2 Bands according to NAPLAN Year 3 to 5 growth data</p> <p>In Numeracy, we will maintain 53% of students operating in the top 2 Bands according to NAPLAN Year 3 to 5 growth data</p>   |  |
| <p><b>Key Improvement Strategies</b></p>   |   | <p>Is this KIS selected for focus this year?</p> |
| <p><b>KIS 1</b><br/>Building practice excellence</p>   | <p>Maximise learning growth for all students in Literacy through a consistent whole school approach to learning and teaching.</p>   | <p>Yes</p>                                       |
| <p><b>KIS 2</b><br/>Building practice excellence</p>   | <p>Maximise learning growth for all students in Numeracy through a consistent whole school approach to learning and teaching.</p>   | <p>Yes</p>                                       |
| <p><b>KIS 3</b><br/>Building practice excellence</p>   | <p>Action Plan to accelerate improvement</p>  | <p>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.

Data in both Literacy and Numeracy indicates a five year decline. If teachers continue to build their data literacy, they will be able to use the analysis and interpretation of student performance data to improve classroom teaching practice, personalise learning and enhance student learning outcomes, particularly those of more able students. Additionally, a focus on consistent practices across the school was identified as a priority.

We will continue the focus on Excellence in Teaching and Learning as well as supporting middle tier leaders to use a PLC model for collaboration. This will enhance the multiple areas of FISO. Refinement in Professional Development will be activated by PLC, Growth Coaching and SSIPL. Networking with other schools will refine instructional practice during 2020.

## Define Actions, Outcomes and Activities

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| <b>Goal 1</b>  | To improve student connectedness and engagement in school and learning.   |
| <b>12 Month Target 1.1</b>                                 | <p>The Attitudes to School student responses is 70% or above positive in the following:</p> <ul style="list-style-type: none"> <li>* Stimulating learning</li> <li>* Learning Confidence</li> <li>* Motivation and Interest</li> <li>* Self-regulation and Goal Setting</li> <li>* Student Voice and Agency</li> </ul> <p>Reduce student absenteeism.</p>   |
| <b>KIS 1</b><br>Intellectual engagement and self-awareness | <p>Enhance structures and processes within curriculum planning and the School's pedagogical framework to enable:</p> <ul style="list-style-type: none"> <li>* student agency and learner self awareness</li> <li>* students to set SMART goals, self assess and reflect.</li> </ul>   |
| <b>Actions</b>   | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- articulate a 'Vision for Learning' at Boneo PS that incorporates the importance of fostering curiosity and wonder through sharing the mapped inquiry curriculum</li> <li>- implement and monitor a School Wide Approach to Wellbeing &amp; Positive Behaviours ensuring all students are 'Ready to Learn' each morning.</li> <li>- the timetable will ensure there is a 'Ready to Learn' time each morning</li> <li>- implement teacher allocation and fortnightly planning with a pedagogical coach with a focus on inquiry and STEM learning</li> <li>- initiate planning to improve upon Buddy and House Systems</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- engage in professional reading around inquiry and Harvard University Visible Thinking Routines</li> <li>- explicitly teach collaborative learning skills</li> <li>- model high expectations, a growth mindset and personal goal setting</li> <li>- consider students backgrounds interests and needs to create authentic and meaningful learning opportunities.</li> <li>- involve students in curriculum planning and implementation through inquiry units</li> <li>- empower students to present their own ideas, opinions, knowledge and experience</li> <li>- actively seeks student feedback about their teaching practice</li> <li>- collaborate with students to identify goals to progress learning.</li> </ul> |

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|                           | <ul style="list-style-type: none"> <li>- assist students to frame future goals based on strengths/areas for improvement</li> <li>- designs open ended learning experiences for students to investigate complex ideas</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- set goals/engage in reflection and peer feedback</li> <li>- design an assembly to showcase learning</li> <li>- provide feedback to teachers</li> <li>- actively plan units after the 'tuning in' stage</li> </ul>  |
| <b>Outcomes</b>           | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-be active participants in learning across the school.</li> <li>-use a process to assess impact across the school e.g. surveys, interviews</li> <li>-provide PD to support the delivery of an inquiry focus</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- use the Harvard University Visible Thinking Routines</li> <li>- use the pivot survey data to adjust their practices</li> <li>- demonstrate high expectations through ambitious targets for all students</li> <li>- co-construct assessment and success criteria with students, including the use of exemplars</li> <li>- alter Units of Inquiry according to student interests - allow students to take the lead</li> <li>- make learning visible both in the environment, and in portfolios</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- have ambitious goals</li> <li>- actively participate in assembly to articulate their learning</li> <li>- use their portfolio to track their growth</li> <li>- participate in ILP meetings and Student Led Conferences</li> </ul> |
| <b>Success Indicators</b> | <p>The following data will be used:</p> <ul style="list-style-type: none"> <li>Pivot survey</li> <li>Student Opinion Survey</li> <li>Parent and Teacher Opinion Survey</li> <li>Student Portfolio</li> <li>Leader Walk Through data</li> </ul>  |

| Activities and Milestones   | Who  | Is this a PL Priority                            | When                       | Budget   |
|---|--|--|----------------------------|--|
| Professional Development for Staff around Harvard University Thinking Routines  | <input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Principal  | <input checked="" type="checkbox"/> PLP Priority | from: Term 1<br>to: Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Create a 'Ready to Learn' policy that guides teacher practice and is based on the Berry Street Trauma Informed Practice model | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> School Improvement Team   | <input checked="" type="checkbox"/> PLP Priority | from: Term 1<br>to: Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Teachers will support students to present one assembly per semester around Units of Inquiry learning.                         | <input checked="" type="checkbox"/> PLT Leaders  | <input checked="" type="checkbox"/> PLP Priority | from: Term 1<br>to: Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Students will be invited into inquiry planning meetings to share interests  | <input checked="" type="checkbox"/> Teacher(s)   | <input checked="" type="checkbox"/> PLP Priority | from: Term 1<br>to: Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>Goal 2</b>   | To improve numeracy and literacy outcomes for all students.  |  |                            |  |
| <b>12 Month Target 2.1</b>  | In Literacy, we will maintain 56% of students operating in the top 2 Bands according to NAPLAN Year 3 to 5 growth data<br><br>In Numeracy, we will maintain 53% of students operating in the top 2 Bands according to NAPLAN Year 3 to 5 growth data |  |                            |  |
| <b>KIS 1</b><br>Building practice excellence  | Maximise learning growth for all students in Literacy through a consistent whole school approach to learning and teaching.   |  |                            |  |

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| <p><b>Actions</b></p>  | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-provide PD, coaching and support with a particular focus on comprehension, vocabulary and problem solving</li> <li>-provide protected time for daily reading instruction</li> <li>-support the operation of PLTs(Prep to 2, Grade 3/4 and Grade 5/6)</li> <li>-provide structure and opportunity for collaboration</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- use the tool kit in PLT and teams</li> <li>- trial and research the impact of the HITS by self selecting foci for their PDP which will then create research teams across the school</li> <li>- implement all of the 'Essential Elements of Reading-A Whole School Approach' (Including monitoring of Home Reading and follow up with parents)</li> <li>- track reading growth and data via Compass</li> <li>- provide regular feedback to parents regarding student achievement</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- use increasingly complex text</li> <li>- transfer vocabulary from reading into writing and spelling inquiry</li> <li>- read everyday at home and school</li> </ul> <p>Parents will:</p> <ul style="list-style-type: none"> <li>- read with their child at least 5 days a week</li> <li>- sign and date reading logs</li> </ul> |
| <p><b>Outcomes</b></p> | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- actively monitor planning and program delivery guaranteeing effective daily reading instruction by regular participation in daily reading across the school</li> <li>- be actively involved in tracking student progress</li> <li>- lead AIP discussions through the School Improvement Team that will positively impact student achievement in English</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- implement the Literacy Toolkit in planning documents</li> <li>- include relevant HITS in planning documents</li> <li>- follow the Boneo Essential Elements of Reading in their practice and show evidence in planning</li> <li>- document feedback on compass</li> <li>- provide 1 hour of reading instruction/time per day</li> <li>- support students to identify and review reading goals in relation to CAFE or Fountas and Pinnell</li> </ul>   |



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|  | <p>Students will:</p> <ul style="list-style-type: none"> <li>- be able to select and read good fit books</li> <li>- self edit and reflect upon their writing about reading</li> <li>- record their reading progress and understanding in a Reader's Notebook</li> <li>- articulate their current reading goal/s and the actions they intend to use to improve</li> </ul> <p>Parents will;</p> <ul style="list-style-type: none"> <li>- read with their children every night and will sign and date their child's reading logs</li> </ul>   |  |                                  |  |
| <b>Success Indicators</b>  | <p>One years reading growth for one years learning for every child. This will be tracked through Fountas and Pinnell assessments, PAT assessments and Reading Conferences/Records. In Reading, we will maintain 56% of students operating in the top 2 Bands according to NAPLAN Year 3 to 5 growth data.</p> <ul style="list-style-type: none"> <li>- Teachers will know what Fountas and Pinnell level each student is on each term.</li> <li>- Reading Conferences are shared with students and parents.</li> <li>- Planners</li> </ul> |  |                                  |  |
| <b>Activities and Milestones</b>   | <b>Who</b>   | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>  |
| PD for staff in Years 3 to 6 around the teaching of reading with focus on comprehension and vocabulary                   | <input checked="" type="checkbox"/> Literacy Leader  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Parents will receive feedback about student reading progress each term via Compass.                                      | <input checked="" type="checkbox"/> Teacher(s)   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Leaders will conduct a Walk Through each term to collect Essential Elements of Reading implementation across the school. | <input checked="" type="checkbox"/> Assistant Principal  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1                  | \$0.00   |

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|  | <input checked="" type="checkbox"/> Literacy Leader<br><input checked="" type="checkbox"/> Principal  |  | to:<br>Term 4                    | <input type="checkbox"/> Equity funding will be used               |
| Leaders will monitor the reading growth of all students and hold a data review meeting each semester with teams. | <input checked="" type="checkbox"/> Literacy Leader<br><input checked="" type="checkbox"/> Principal  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>KIS 2</b><br>Building practice excellence   | Maximise learning growth for all students in Numeracy through a consistent whole school approach to learning and teaching.  |  |                                  |  |
| <b>Actions</b>   | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- provide professional learning, model and support to develop an instructional pedagogy around open-ended, differentiated Mathematics with a particular focus on comprehension, vocabulary and problem solving.</li> <li>- continue to embed the 'Essential Elements of Numeracy- A Whole School Approach'.</li> <li>- support staff to use multiple resources-concrete and online e.g. Numeracy Toolkit, FUSE, Resolve</li> <li>- support the time table to ensure 6 hours of Numeracy instruction</li> <li>- support staff to implement PETER – Problem solving strategies through the STAR framework</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- implement the 'Essential Elements of Numeracy- A Whole School Approach'.</li> <li>- support an inquiry model of instruction</li> <li>- develop skills related to (HITS)</li> <li>- implement PETER – Problem solving strategies through the STAR framework</li> <li>- model a healthy, positive attitude to Mathematics</li> <li>- use a range of resources – concrete, online and tap into community</li> <li>- regularly communicate learning achievement</li> <li>- have high expectations for all students</li> <li>- set home learning maths skill revision tasks weekly</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- maintain a Mathematics Journal</li> <li>- develop skills related to metacognition, collaborative learning and reflection</li> </ul> |  |                                  |  |

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|                        | <ul style="list-style-type: none"> <li>- develop problem solving and reasoning skills through a structured approach (PETER/STAR)</li> <li>- have high expectations for self learning</li> <li>- participate in Math learning daily</li> <li>- complete weekly home Math online revision</li> </ul> <p>Parents will:</p> <ul style="list-style-type: none"> <li>- talk about Mathematics in a positive way</li> <li>- support students to complete home learning skill revision on Mathematics or Essential Assessment</li> </ul>   |
| <p><b>Outcomes</b></p> | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- have delivered professional learning, modelled and supported teachers to develop an instructional pedagogy around open-ended differentiated Math with a particular focus on comprehension, vocabulary and problem solving.</li> <li>- observe implementation of the Pedagogical model within planning and instructional practice.</li> <li>- see evidence of ' Essential Elements of Numeracy- A Whole School Approach'</li> <li>- have provided a timetable that supports at least 6 hours of Numeracy per week</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- implement the 'Essential Elements of Numeracy - A Whole School Approach'</li> <li>- identify and incorporate Mathematics into relevant aspects of the curriculum - evident in planning documents</li> <li>- will model a healthy, positive attitude to Mathematics evident in our school environment</li> <li>- communicate learning achievements through – the Boneo Buzz, Compass, Assembly, Peer feedback</li> <li>- plan enabling and extending prompts to foster a culture of high expectations for all students</li> <li>- set weekly home learning revision tasks and make students accountable</li> <li>- ensure that the school environment reflects our Essential Elements of Mathematics eg. Math strategy wall</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- maintain a Mathematics Journal that records their thinking and reflections</li> <li>- use self questioning, problem solving strategies and effective collaborative learning strategies</li> <li>- set high expectations by self-regulating and monitoring their own learning progress</li> <li>- complete weekly home learning</li> </ul> <p>Parents will:</p> <ul style="list-style-type: none"> <li>- attend open mornings/info nights and special events related to Mathematics</li> <li>- talk about Maths on a regular basis with their children</li> <li>- support students to complete set home learning tasks</li> <li>- develop a positive mindset towards Mathematics</li> </ul> |

|  |   |  |                                  |  |
|--|---|--|----------------------------------|--|
|  | PD Problem Solving / Vocabulary/ Mathematics Learning Journal   |  |                                  |  |
| <b>Success Indicators</b>  | We will maintain 53% of students operating in the top 2 Bands according to NAPLAN Year 3 to Year 5 growth. Additionally, we will use AGAT, PAT and Essential Assessment to track improvement across the school. |  |                                  |  |
| <b>Activities and Milestones</b>   | <b>Who</b>  | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>  |
| All staff will attend April 14th Math PD with local schools  | <input checked="" type="checkbox"/> Numeracy Leader   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 2 | \$3,000.00<br><br><input type="checkbox"/> Equity funding will be used |
| Leaders will conduct a Walk Through each term to collect Essential Elements of Mathematics implementation across the school. | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Numeracy Leader<br><input checked="" type="checkbox"/> Principal   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used     |
| Each term Mathematics Journals will be shared in a staff meeting   | <input checked="" type="checkbox"/> Numeracy Leader   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used     |
| The redesigned Assessment Schedule will be monitored each term.  | <input checked="" type="checkbox"/> Numeracy Leader   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used     |
| Leaders will monitor the Math growth of all students and hold a data review meeting each semester with teams.                | <input checked="" type="checkbox"/> Numeracy Leader   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1                  | \$0.00   |

|  |  |  |               |  |
|--|--|--|---------------|--|
|  |  |  | to:<br>Term 4 | <input type="checkbox"/> Equity funding will be used |
| <b>KIS 3</b><br>Building practice excellence | Action Plan to accelerate improvement  |  |               |  |
| <b>Actions</b>                               | Implement the 'Essential Elements of Reading-A Whole School Approach'<br>Use data to inform curriculum planning and delivery   |  |               |  |
| <b>Outcomes</b>                              | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- actively monitor planning and program delivery guaranteeing effective daily reading instruction by regular participation in daily reading across the school</li> <li>- be actively involved in tracking student progress</li> <li>- lead AIP discussions through the School Improvement Team that will positively impact student achievement in English</li> <li>-provide access to School Improvement data and documents</li> <li>-coach yr 5 teachers in data analysis and use</li> <li>-co plan and co teach with teachers</li> <li>- organise and allocate areas for improvement</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- implement the Literacy Toolkit in planning documents</li> <li>- include relevant HITS in planning documents</li> <li>- follow the Boneo Essential Elements of Reading in their practice and show evidence in planning</li> <li>- document feedback on compass</li> <li>- provide 1 hour of reading instruction/time per day</li> <li>- support students to identify and review reading goals in relation to CAFE or Fountas and Pinnell</li> <li>- analyse and plan using student assessment data</li> <li>- plan and teach vocabulary, comprehension and problem solving</li> <li>- know and apply HITS</li> <li>-implement SMART spelling</li> <li>- know what Fountas and Pinnell level each student is on each term.</li> </ul> |  |               |  |

|  |   |  |                                  |  |
|--|---|--|----------------------------------|--|
|  | <p>Students will:</p> <ul style="list-style-type: none"> <li>-be able to set learning goals in reading</li> <li>- be able to select and read good fit books</li> <li>- self edit and reflect upon their writing about reading</li> <li>- record their reading progress and understanding in a Reader's Notebook</li> <li>- articulate their current reading goal/s and the actions they intend to use to improve</li> </ul>   |  |                                  |  |
| <b>Success Indicators</b>  | <p>Observation templates completed during Walk-throughs and other classroom Observations<br/> Curriculum planners<br/> Student goals evident in portfolios<br/> Student reflections on their reading progress<br/> Feedback from teachers and teaching partners<br/> SIT minutes<br/> Vocab wall in classrooms<br/> Data wall<br/> Audit of teacher work programs<br/> Year 5 NAPLAN<br/> SOS - Self Efficacy and Shared Responsibility, Guaranteed and Viable Curriculum factors<br/> One years reading growth for one years learning for every child. This will be tracked through Fountas and Pinnell assessments, PAT assessments and Reading Conferences/Records.<br/> Maintain 56% of students operating in the top 2 Bands according to NAPLAN Year 3 to 5 growth data.<br/> Reading Conferences are shared with students and parents.</p> |  |                                  |  |
| <b>Activities and Milestones</b>   | <b>Who</b>  | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>  |
| PD for staff in Years 3 to 6 around the teaching of reading with a focus on comprehension and vocabulary | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Literacy Leader  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$12,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Feedback about student reading progress each term via Compass to parents                                 | <input checked="" type="checkbox"/> Teacher(s)  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1                  | \$0.00   |

|  |  |  |                                  |  |
|--|--|--|----------------------------------|--|
|  |  |  | to:<br>Term 4                    | <input type="checkbox"/> Equity funding will be used               |
| Walk Through each term to collect evidence of implementation of Essential Elements of Reading across the school        | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Literacy Leader<br><input checked="" type="checkbox"/> Principal  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Data review meeting with teams each semester to monitor reading growth of all students                                 | <input checked="" type="checkbox"/> Assessment & Reporting Coordinator<br><input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Literacy Leader                                       | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Vocabulary and comprehension Strategies built into weekly literacy planners and taught                                 | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Literacy Leader  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Coaching for Year 5 teachers to understand the data and prepare for one on one interviews with students                | <input checked="" type="checkbox"/> KLA Leader<br><input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Teaching Partners (DSSI) | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| English leaders and Learning Specialists to support the Grade 5 teachers to plan and implement targeted weekly lessons | <input checked="" type="checkbox"/> KLA Leader   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1                  | \$0.00   |

|  |  |  |                                  |   |
|--|--|--|----------------------------------|---|
|  | <input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)   |  | to:<br>Term 2                    | <input type="checkbox"/> Equity funding will be used                    |
| Teachers analyse student outcome data, followed by shared planning sessions to put faces on data and plan learning sequences | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> KLA Leader<br><input checked="" type="checkbox"/> Learning Specialist(s)                | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used      |
| Smart spelling purchased and online training provided to teachers; all staff trained in early Term 1 2020                    | <input checked="" type="checkbox"/> KLA Leader   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used      |
| Work with Teaching Partners to establish areas for improvement in reading and develop a TIP action plan                      | <input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Teaching Partners (DSSI) | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | \$20,000.00<br><br><input type="checkbox"/> Equity funding will be used |
| Improving knowledge and application of HITS reflected in staff 2020 PDP goals  | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Learning Specialist(s)  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><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 | \$12,000.00                | \$12,000.00        |
| Additional Equity funding                                | \$0.00                     | \$0.00             |
| <b>Grand Total</b>                                       | <b>\$12,000.00</b>         | <b>\$12,000.00</b> |

## Activities and Milestones

| Activities and Milestones  | When                             | Category   | Total proposed budget (\$) | Equity Spend (\$)  |
|--|----------------------------------|--|----------------------------|--------------------|
| PD for staff in Years 3 to 6 around the teaching of reading with a focus on comprehension and vocabulary | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> CRT<br><input checked="" type="checkbox"/> Other<br>Consultant | \$12,000.00                | \$12,000.00        |
| <b>Totals</b>  |                                  |  | <b>\$12,000.00</b>         | <b>\$12,000.00</b> |

## Additional Equity spend

| Outline here any additional Equity spend for 2020 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|------|----------|----------------------------|-------------------|
| <b>Totals</b>                                     |      |          | <b>\$0.00</b>              | <b>\$0.00</b>     |

## Professional Learning and Development Plan

| Professional Learning Priority  | Who  | When                             | Key Professional Learning Strategies   | Organisational Structure  | Expertise Accessed  | Where                                       |
|---|--|----------------------------------|--|---|---|---|
| Professional Development for Staff around Harvard University Thinking Routines  | <input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Principal            | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site |
| Create a 'Ready to Learn' policy that guides teacher practice and is based on the Berry Street Trauma Informed Practice model | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> School Improvement Team | from:<br>Term 1<br>to:<br>Term 1 | <input checked="" type="checkbox"/> Planning   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site |
| Teachers will support students to present one assembly per semester around Units of Inquiry learning.                         | <input checked="" type="checkbox"/> PLT Leaders  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation  | <input checked="" type="checkbox"/> PLC/PLT Meeting   | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site |
| Students will be invited into inquiry planning meetings to share interests  | <input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning   | <input checked="" type="checkbox"/> Timetabled Planning Day   | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site |
| PD for staff in Years 3 to 6 around the teaching of reading with focus on   | <input checked="" type="checkbox"/> Literacy Leader  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Moderated assessment of student learning   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Literacy expertise<br><input checked="" type="checkbox"/> Teaching partners<br><input checked="" type="checkbox"/> Literacy Leaders | <input checked="" type="checkbox"/> On-site |

|  |   |                            |  |  |  |   |
|--|---|----------------------------|--|--|--|---|
| comprehension and vocabulary   |   |                            | <input checked="" type="checkbox"/> Curriculum development   |  |  |   |
| Parents will receive feedback about student reading progress each term via Compass.  | <input checked="" type="checkbox"/> Teacher(s)  | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Individualised Reflection                                   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> Timetabled Planning Day | <input checked="" type="checkbox"/> Internal staff                           | <input checked="" type="checkbox"/> On-site                   |
| Leaders will conduct a Walk Through each term to collect Essential Elements of Reading implementation across the school.     | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Literacy Leader<br><input checked="" type="checkbox"/> Principal | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> PLC/PLT Meeting  | <input checked="" type="checkbox"/> Literacy Leaders                         | <input checked="" type="checkbox"/> On-site                   |
| Leaders will monitor the reading growth of all students and hold a data review meeting each semester with teams.             | <input checked="" type="checkbox"/> Literacy Leader<br><input checked="" type="checkbox"/> Principal  | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Moderated assessment of student learning   | <input checked="" type="checkbox"/> Timetabled Planning Day  | <input checked="" type="checkbox"/> Internal staff                           | <input checked="" type="checkbox"/> On-site                   |
| All staff will attend April 14th Math PD with local schools  | <input checked="" type="checkbox"/> Numeracy Leader   | from: Term 2<br>to: Term 2 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Curriculum development   | <input checked="" type="checkbox"/> Whole School Pupil Free Day  | <input checked="" type="checkbox"/> External consultants<br>Math Consultants | <input checked="" type="checkbox"/> Off-site<br>Somerville PS |
| Leaders will conduct a Walk Through each term to collect Essential Elements of Mathematics implementation across the school. | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Numeracy Leader<br><input checked="" type="checkbox"/> Principal | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning<br><input checked="" type="checkbox"/> Individualised Reflection                          | <input checked="" type="checkbox"/> PLC/PLT Meeting  | <input checked="" type="checkbox"/> Maths/Sci Specialist                     | <input checked="" type="checkbox"/> On-site                   |

|   |  |                            |  |  |   |   |
|---|--|----------------------------|--|--|---|---|
| Each term Mathematics Journals will be shared in a staff meeting  | <input checked="" type="checkbox"/> Numeracy Leader  | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site |
| The redesigned Assessment Schedule will be monitored each term.   | <input checked="" type="checkbox"/> Numeracy Leader  | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site |
| Leaders will monitor the Math growth of all students and hold a data review meeting each semester with teams. | <input checked="" type="checkbox"/> Numeracy Leader  | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Timetabled Planning Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting   | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Learning Specialist<br><input checked="" type="checkbox"/> Maths/Sci Specialist | <input checked="" type="checkbox"/> On-site |
| PD for staff in Years 3 to 6 around the teaching of reading with a focus on comprehension and vocabulary      | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Literacy Leader   | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning   | <input checked="" type="checkbox"/> PLC/PLT Meeting  | <input checked="" type="checkbox"/> Teaching partners<br><input checked="" type="checkbox"/> Literacy Leaders   | <input checked="" type="checkbox"/> On-site |
| Coaching for Year 5 teachers to understand the data and prepare for one on one interviews with students       | <input checked="" type="checkbox"/> KLA Leader<br><input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Teaching Partners (DSSI) | from: Term 1<br>to: Term 1 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Moderated assessment of student learning   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners<br><input checked="" type="checkbox"/> Literacy Leaders   | <input checked="" type="checkbox"/> On-site |

|  |  |                                  |  |   |  |   |
|--|--|----------------------------------|--|---|--|---|
| English leaders and Learning Specialists to support the Grade 5 teachers to plan and implement targeted weekly lessons | <input checked="" type="checkbox"/> KLA Leader<br><input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)               | from:<br>Term 1<br>to:<br>Term 2 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Demonstration lessons           | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> Timetabled Planning Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting   | <input checked="" type="checkbox"/> Teaching partners<br><input checked="" type="checkbox"/> Literacy Leaders    | <input checked="" type="checkbox"/> On-site |
| Smart spelling purchased and online training provided to teachers; all staff trained in early Term 1 2020              | <input checked="" type="checkbox"/> KLA Leader   | from:<br>Term 1<br>to:<br>Term 1 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Curriculum development   | <input checked="" type="checkbox"/> Whole School Pupil Free Day<br><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  | <input checked="" type="checkbox"/> Literacy Leaders   | <input checked="" type="checkbox"/> On-site |
| Work with Teaching Partners to establish areas for improvement in reading and develop a TIP action plan                | <input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Teaching Partners (DSSI) | from:<br>Term 1<br>to:<br>Term 1 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Design of formative assessments | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> Timetabled Planning Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting   | <input checked="" type="checkbox"/> Teaching partners  | <input checked="" type="checkbox"/> On-site |
| Improving knowledge and application of HITS reflected in staff 2020 PDP goals  | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Learning Specialist(s)  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Individualised Reflection       | <input checked="" type="checkbox"/> Professional Practice Day<br><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners<br><input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |