

2021 Annual Implementation Plan

for improving student outcomes

Essendon Primary School (0483)



Submitted for review by Christine Nash (School Principal) on 25 January, 2021 at 08:12 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	<p>Restrictions imposed due to the COVID-19 pandemic have provided us with significant challenges particularly in terms of continuing to develop and improve on areas in the FISO Continua of Practice. However, there was significant opportunities and development in the areas of Building Leadership Teams and Vision Values & Culture in the Professional Leadership domain during remote learning.</p> <p>Empowering Students and Building School Pride moved to Embedding as a result of our focus on Student Voice and Agency and significant changes to our pedagogy model, one example of this has been the use of student goal books to monitor their own learning goals and progress. Setting Expectations and Promoting Inclusion improved significantly to Excelling with the development of the culture around Vision & Values and high expectations. Our Vision and values underpin our daily work. Intellectual Engagement and Self-awareness improved to Embedding. Teachers prioritise the analysis of student data to ensure they support and challenge all students to reach their potential.</p>
Considerations for 2021	<p>Due to the impact of COVID-19 restrictions in 2020 with most of Term 2 and all of Term 3 spent with remote Greater focus on evaluating the effectiveness of new approaches of teacher professional learning. Through participation in the PLC Primary Cluster meetings, we have identified the need to make stronger links between teacher's professional learning in the</p>

PLC Inquiry Cycle and individual teacher planning (teaching and learning).
Develop a systematic approach to providing feedback to students (who, when, why)
Whole school audit of the current curriculum plan (GVC)
Fully integrate the Capabilities into all learning areas, evident in weekly planning documents
Formal avenues need to be developed for students to regularly have input into curriculum planning
Finalise and implement the Writing Master.
Finalise and implement the Reading Behavior Checklists as a means for students to monitor learning.
Professional learning to further develop data literacy.
Opportunities for peer observations.
Further develop student agency through the use of learning ladders (F&P reading behaviors, Writing Master and Maths Master).
Number learning ladders where students monitor and evaluate their own progress independently
Student voice and agency used to help develop and promote school anti-bullying and behavioral policies.
Factor in reflection time in daily practice
Students to regularly and critically reflect on the strategies they have used to complete their tasks and articulate which strategies have been the most effective
Open ended tasks
Work with the school community about the school's pedagogical model & purpose

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools' priority
Goal 2	To develop curious, creative and critical thinking in student learners.
Target 2.1	By 2022, the school will achieve embedding (or higher) status in both empowering students and building school pride and intellectual engagement and self-awareness as measured on the FISO continuum.
Target 2.2	By 2022, improve positive student percentage response in the factor <i>stimulating learning and student Voice and agency</i> to 80% as measured in the Attitude to School Survey
Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher capacity to understand the Victorian Curriculum capabilities, integrate across the curriculum and embed in teaching and learning practice.
Key Improvement Strategy 2.b Evaluating impact on learning	Investigate and implement an appropriate model of inquiry.
Key Improvement Strategy 2.c Empowering students and building school pride	Build teacher capability to empower student agency for learners.

Goal 3	To improve the growth and achievement for all students in literacy and numeracy.
Target 3.1	To achieve one year's growth annually in reading and writing, and number as measured by Victorian Curriculum teacher judgements, for all students deemed capable.
Target 3.2	By 2022, to improve the percentage of students achieving year 3 - 5 high relative growth to 40% and reduce the low growth percentage to 15% in reading, writing and numeracy.
Target 3.3	By 2022, improve the percentage of student achievement in top two bands in reading to 80%, writing to 70% and numeracy to 70%.
Target 3.4	By 2022 achieve a minimum of 80% positive staff responses on the Staff Survey for the following factors: <ul style="list-style-type: none"> • academic emphasis • collective efficacy
Key Improvement Strategy 3.a Curriculum planning and assessment	Enhance the use of the guaranteed and viable curriculum.
Key Improvement Strategy 3.b Empowering students and building school pride	Build teacher capability to empower student agency as learners.
Key Improvement Strategy 3.c Building practice excellence	Enhance the current instructional model and embed in teaching and learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>All students deemed capable, to achieve at least two year's growth from Dec 2019 to Dec 2021 in reading and writing, and number as measured by Victorian Curriculum teacher judgements.</p> <p>Increase the 2020 positive student percentage response in the following Attitude to School factors: teacher concern from 55% to 80%, student connectedness from 66% to 80%, effective classroom behaviour from 63% to 80%, managing bullying from 59% to 80% and respect for diversity from 64% to 80%.</p> <p>Improve positive parent percentage response in the factors parent participation and involvement, school and teacher communication to 80% as measured in the 2021 Parent Opinion Survey.</p>
		By 2022, improve positive student percentage response in the factor <i>stimulating learning and student Voice and agency</i> to 80% as measured in the Attitude to School Survey	

To improve the growth and achievement for all students in literacy and numeracy.	Yes	To achieve one year's growth annually in reading and writing, and number as measured by Victorian Curriculum teacher judgements, for all students deemed capable.	To achieve one year's growth annually in reading and writing, and number as measured by Victorian Curriculum teacher judgements, for all students deemed capable.
		By 2022, to improve the percentage of students achieving year 3 - 5 high relative growth to 40% and reduce the low growth percentage to 15% in reading, writing and numeracy.	By 2021, improve the percentage of students achieving Year 3 -5 high relative grow in: Reading from 30% to 35% Writing from 28% to 32% Numeracy from 19% to 25% and decrease the Low Relative Growth in: Reading from 19% to 15% Writing from 26% to 20% Numeracy from 23% to to 15%
		By 2022, improve the percentage of student achievement in top two bands in reading to 80%, writing to 70% and numeracy to 70%.	Ensure that the percentage of 2018 Yr 3s remain in the top 2 bands in 2020 Year 5 NAPLAN results as follows Reading 67% Writing 64% Numeracy 55%
		By 2022 achieve a minimum of 80% positive staff responses on the Staff Survey for the following factors: <ul style="list-style-type: none"> • academic emphasis • collective efficacy 	By 2020 achieve a minimum of 80% positive staff responses on the Staff Survey for the following factors: <ul style="list-style-type: none"> • academic emphasis • collective efficacy

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>All students deemed capable, to achieve at least two year's growth from Dec 2019 to Dec 2021 in reading and writing, and number as measured by Victorian Curriculum teacher judgements.</p> <p>Increase the 2020 positive student percentage response in the following Attitude to School factors: teacher concern from 55% to 80%, student connectedness from 66% to 80%, effective classroom behaviour from 63% to 80%, managing bullying from 59% to 80% and respect for diversity from 64% to 80%.</p> <p>Improve positive parent percentage response in the factors parent participation and involvement, school and teacher communication to 80% as measured in the 2021 Parent Opinion Survey.</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Implement the Tutor Learning Initiative (TLI) to establish a targeted support program for students</p> <p>Implement MiniLit & MacqLit intervention programs across the school</p> <p>Establish effective communication structures between Tutors, classroom teachers and parents to enhance and support tutoring program</p> <p>Establish and embed consistent approaches to formative assessment to inform targeted teaching</p>
Outcomes	<p>Leaders will</p> <ul style="list-style-type: none"> Develop, resource and implement an effective tutoring model. Monitor, evaluate and adjust the implementation of the tutoring model Track the performance of all students against their goals and whole school performance outcomes. Develop communication protocols between classroom teachers, parents and ES staff/tutors. <p>Teachers will</p> <ul style="list-style-type: none"> Support students to set and evaluate Provide feedback formative and summative, during and after tasks/activities Support tutors to identify student learning needs and misconceptions Collaborate with tutors with goal setting and monitoring student progress Ensure parents are informed about additional support and learning goals/progress

	<p>Students will</p> <p>Be aware of their assessment data to set effective learning goals</p> <p>Be able to articulate what they are learning, why they are learning it and how it is connected to their goal (next point of need/growth)</p> <p>Develop an understanding of the role and importance of acting on feedback to help them learn and develop skills</p> <p>Reflect critically on the strategies used to complete tasks and articulate which learning strategies are most effective (metacognition)</p> <p>Develop their ability to work independently and self-direct their learning by tracking their progress against the standards based "I can statements" for Literacy and Numeracy (agency)</p>			
Success Indicators	<p>Criteria established to identify students requiring individual and tailored support</p> <p>Tutored students achieve accelerated growth (catch up) in the tutored learning area</p> <p>Students plan, organise and effectively manage their learning independently</p> <p>Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement the Tutor Learning Initiative (TLI) to establish a targeted support program for students	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00 <input type="checkbox"/> Equity funding will be used
Implement the Mini-Lit Intervention Synthetic Phonics Program to support targeted teaching opportunities for students years 0-2 who are experiencing challenges with their learning.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00 <input type="checkbox"/> Equity funding will be used
Continue to implement the Macqlit Intervention Synthetic Phonics Program to support targeted teaching opportunities for students years 3-6 who are experiencing challenges with their learning.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>Provide professional learning and coaching on approaches to formative assessment to inform targeted teaching and multiple forms of feedback that support student learning.</p> <ul style="list-style-type: none"> * Whole staff professional learning sessions * Professional reading * Learning walks to identify effective practice and determine next steps * Peer observations 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 2</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>KIS 2 Health and wellbeing</p>	<p>Happy, active and healthy kids priority</p>			
<p>Actions</p>	<p>Strengthen and embed the whole school approaches to School Wide Positive Behaviour Support, Restorative Practices, Circle Time, Zones of Regulation and Respectful Relationships</p>			
<p>Outcomes</p>	<p>Leaders will: Provide professional learning for teachers around the implementation of School Wide Positive Behaviour Support, stimulating learning environments and Zones of Regulation. Refine and embed a consistent whole school approach to promoting and encouraging positive behaviours. Support teachers in the management of more challenging behaviours.</p> <p>Teachers will: Promote Zones of Regulation in order to teach students strategies to support their emotional and sensory needs. Regularly use circle time to develop a relationship with the students. Implement the agreed positive acknowledgement system both in the classroom and in non-classroom environments Contribute to the collection of both positive and incident data. Explicitly teach and encourage expected behaviours</p> <p>Students will: Identify the zone they are in and practise using different strategies to help support them get back into the green zone. Learn interpersonal and communication skills through participating in circle time. (name change) Feel safe, supported and secure in all areas of the learning environment Have a clear understanding of the behaviour management process Know, understand and follow the Expectation Matrix. Enthusiastically participate in the positive acknowledgement system implemented in the school. Positively resolve conflict and issues they may have with others. Feel confident and display optimism, resilience and social and emotional skills</p>			

Success Indicators	<p>Increase the 2020 positive student percentage response in the following Attitude to School factors: teacher concern from 55% to 80%, student connectedness from 66% to 80%, effective classroom behaviour from 63% to 80%, managing bullying from 59% to 80% and respect for diversity from 64% to 80%.</p> <p>Engagement level is high. Reduced absences Reduced behaviour incidents in yard and classroom</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Review, update and re-invigorate the implementation of the School Wide Positive Behaviour Support particularly:</p> <ul style="list-style-type: none"> - Review and update the Expected Behaviour Matrix - review whole school reward acknowledgement system - established a Wellbeing/PBS PLT with representation from Year Levels to review collated incident & positive acknowledgement data to identify issues and to inform decisions regarding lessons, interventions and individual support. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$6,000.00 <input type="checkbox"/> Equity funding will be used
<p>Whole staff professional learning to support the implementation of Restorative Practices, Circle Time and Zones of Regulation to build relationships and support and assist students to regulate and manage their emotions.</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<p>Wellbeing/PBS PLT to investigate and trial implementation of the Respectful Relationships approach and resource.</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

KIS 3 Building communities	Connected schools priority			
Actions	Strengthen and embed the school-wide approach to communication with parents and carers, incorporating the new ways in which schools connected during remote and flexible learning. Strengthen engagement in regional and network communities of practice			
Outcomes	<p>Leaders will Timetable opportunities for staff to build relationships with families</p> <p>Teachers will Have strong relationships with students and their families Use Google Classroom for homework and feedback. Regularly update families on the learning information via email, newsletter, parent information videos eg. comprehension questions, assessments, Writing Master, Math Masters, Reading Behaviour Checklists.have strong relationships with students and their families</p> <p>Students will Feel increased connectedness to school</p>			
Success Indicators	Families attendance and participation at school activities and engagement in learning Parents volunteering to assist in a variety of classroom and whole school tasks and activities Parent/ caregiver positive responses to surveys about communication and classroom learning			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Expand community access to school newsletters, social media, information sessions and activities	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Use digital tools that were successful during flexible and remote learning to engage parents in an understanding of classroom learning	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Establish a range of classroom and whole school volunteer sub-committees and opportunities	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
Continue to participate in the MV Network meetings, Professional Learning opportunities and Writing Community of Practice	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve the growth and achievement for all students in literacy and numeracy.			
12 Month Target 2.1	To achieve one year's growth annually in reading and writing, and number as measured by Victorian Curriculum teacher judgements, for all students deemed capable.			
12 Month Target 2.2	<p>By 2021, improve the percentage of students achieving Year 3 -5 high relative grow in:</p> <p>Reading from 30% to 35% Writing from 28% to 32% Numeracy from 19% to 25%</p> <p>and decrease the Low Relative Growth in:</p> <p>Reading from 19% to 15% Writing from 26% to 20% Numeracy from 23% to to 15%</p>			
12 Month Target 2.3	<p>Ensure that the percentage of 2018 Yr 3s remain in the top 2 bands in 2020 Year 5 NAPLAN results as follows</p> <p>Reading 67% Writing 64% Numeracy 55%</p>			

12 Month Target 2.4	By 2020 achieve a minimum of 80% positive staff responses on the Staff Survey for the following factors: <ul style="list-style-type: none"> • academic emphasis • collective efficacy
KIS 1 Curriculum planning and assessment	Enhance the use of the guaranteed and viable curriculum.
Actions	Provide professional learning and coaching on the High Impact Teaching Strategies, particularly setting goals & writing success indicators Strengthen the implementation of the Writers Workshop model across the school Review and enhance current essential goals for writing, levels Foundation to level 8, against Victorian Curriculum Standards Teaching PLTs to discuss and develop success indicators and common assessment tasks for each of the essential writing goals levels Foundation to level 8
Outcomes	<p>Leaders will</p> <p>Allocate regular whole of staff meeting times to audit, review and enhance standards based “I can statements” and develop matching success indicators and common assessment tasks.</p> <p>Observe the implementation of a revised Essendon Primary School Guaranteed and Viable curriculum using “I can statements” based on Victorian Curriculum standard statements</p> <p>Facilitate and support collaborative practices across the school</p> <p>Ensure all staff adopt the elements of the Writer's Workshp model in their classrooms</p> <p>Observe consistent practices in writing and provide coaching and mentoring</p> <p>Teachers will</p> <p>Confidently use the newly developed success criteria in order to measure the achievement of the reviewed and enhanced standards based “I can statements” in Literacy lessons.</p> <p>Use goal books to monitor student progress against the standards based “I can statements”</p> <p>Support and facilitate students to refer to and track their progress against the updated standards based “I can statements” using learning ladders</p> <p>Students will</p> <p>Reflect critically on the strategies used to complete tasks and to articulate which learning strategies are most effective</p> <p>Develop their ability to work independently and self-direct their learning by tracking their progress against the standards based “I can statements” for literacy (using goal books/learning ladders)</p>

Success Indicators	<p>Leaders: minutes/agendas/presentations from staff meetings; survey data, observations or other evidence related to success indicators development and PLC implementation.</p> <p>Minutes/agendas from timetabled meetings to support discussion and collaboration to develop success indicators & Teachers: PLC notes/minutes; evidence used to evaluate impact of teaching on student outcomes;</p> <p>Monitor effectiveness using data; Use evidence to inform teaching practice</p> <p>Success criteria and common assessment tasks documented for each of the essential writing goals levels Foundation to level 8.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Provide professional learning and coaching in the High Impact Teaching Strategies, particularly setting goals & writing success indicators support student learning.</p> <p>* Whole staff professional learning sessions</p> <p>* Professional reading</p> <p>* Learning walks to identify effective practice and determine next steps</p> <p>* Peer observations</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Utilise the EPS PLC Inquiry model to investigate and focus on effective development and use of success indicators and common assessment tasks to improve Numeracy outcomes.</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p> <p><input checked="" type="checkbox"/> Teacher(s)</p> <p><input checked="" type="checkbox"/> Team Leader(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Allocate Tuesday whole staff meetings for PLTS to audit, review and enhance standards based "I can statements" for writing and to develop matching success indicators and common assessment tasks.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$45,000.00	\$16,359.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$45,000.00	\$16,359.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Continue to implement the Macqlit Intervention Synthetic Phonics Program to support targeted teaching opportunities for students years 3-6 who are experiencing challenges with their learning.	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)	\$45,000.00	\$16,359.00
Totals			\$45,000.00	\$16,359.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Provide professional learning and coaching on approaches to formative assessment to inform targeted teaching and multiple forms of feedback that support student learning.</p> <p>* Whole staff professional learning sessions * Professional reading * Learning walks to identify effective practice and determine next steps * Peer observations</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s) 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Review, update and re-invigorate the implementation of the School Wide Positive Behaviour Support particularly:</p> <ul style="list-style-type: none"> - Review and update the Expected Behaviour Matrix - review whole school reward acknowledgement system - established a Wellbeing/PBS PLT with representation from Year Levels to review collated incident & positive acknowledgement data to identify issues and to inform decisions regarding lessons, 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>SWPBS</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

interventions and individual support.						
Whole staff professional learning to support the implementation of Restorative Practices, Circle Time and Zones of Regulation to build relationships and support and assist students to regulate and manage their emotions.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relationships	<input checked="" type="checkbox"/> On-site
Wellbeing/PBS PLT to investigate and trial implementation of the Respectful Relationships approach and resource.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relationships	<input checked="" type="checkbox"/> On-site
Provide professional learning and coaching in the High Impact Teaching Strategies, particularly setting goals & writing success indicators support student learning. * Whole staff professional learning sessions * Professional reading * Learning walks to identify effective practice and determine next steps * Peer observations	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>Utilise the EPS PLC Inquiry model to investigate and focus on effective development and use of success indicators and common assessment tasks to improve Numeracy outcomes.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s) 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Allocate Tuesday whole staff meetings for PLTs to audit, review and enhance standards based "I can statements" for writing and to develop matching success indicators and common assessment tasks.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site