

2020 Annual Implementation Plan

for improving student outcomes

Rosanna Golf Links Primary School (4753)



Submitted for review by Denisse Lobos (School Principal) on 29 November, 2019 at 03:26 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	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 moving towards Excelling
	Curriculum planning and assessment	Excelling
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Embedding moving towards 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 moving towards Excelling
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Embedding moving towards Excelling
	Intellectual engagement and self-awareness	Embedding moving towards Excelling

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

Enter your reflective comments	Please find reflective comments attached - 2019 School Annual Implementation Plan Monitoring and Self Assessment Semester 1 and 2.
Considerations for 2020	Please find considerations for 2020 attached - 2019 School Annual Implementation- Actions, Outcomes and Monitoring and also School Performance Report Summary . These documents was used to formulate our 2020 AIP.
Documents that support this plan	2019 mid cycle TARGET data analysis FINAL.docx (0.32 MB) Rosanna Golf Links Primary School (4753) - 2019 - AIP - Actions Outcomes and Monitoring.docx (0.37 MB) SchoolPerformanceReportSummary.docx (0.75 MB)

SSP Goals Targets and KIS

Goal 1	To improve every students' achievement in Mathematics
Target 1.1	<p>All F-6 students to make at least one Victorian Curriculum level progress in Mathematics each year.</p> <p>The NAPLAN Relative Growth Numeracy measure to show: a maximum of 13 per cent of students making low relative gain and a minimum of 30 percent making high relative gain.</p> <p>50% of students from Foundation to Year Six as a combined score will achieve A or B scores in Mathematics.</p> <p>See School Summary Report attached to previous tab 'Review Evaluation Summary'.</p>
Key Improvement Strategy 1.a Building practice excellence	Continue to develop the whole school approach to differentiated teaching and learning in Mathematics.
Key Improvement Strategy 1.b Building practice excellence	Continue to undertake professional learning to enhance mathematical discipline knowledge, use of exemplary and innovative teaching practice, and effective use of digital technologies.
Goal 2	To improve every students' achievement in English.
Target 2.1	All F-6 students to make at least one Victorian Curriculum level progress in English each year.

	<p>The NAPLAN Relative Growth measure for Writing to show: a maximum of 15 per cent of students making low relative gain and a minimum of 30 percent making high relative gain, by 2020.</p> <p>50% of students from Foundation to Year Six as a combined score will achieve A or B scores in English.</p> <p>See School Summary Report attached to previous tab 'Review Evaluation Summary'.</p>
<p>Key Improvement Strategy 2.a Building practice excellence</p>	<p>Continue building expertise and capacity of the Strategic Literacy Leaders to facilitate teacher learning and development.</p>
<p>Key Improvement Strategy 2.b Building practice excellence</p>	<p>Build staff capacity in data literacy, feedback and genuine reflection to underpin evidence-based teaching and learning approaches.</p>
<p>Key Improvement Strategy 2.c Building practice excellence</p>	<p>Develop students as confident orators, respectful listeners, imaginative thinkers and versatile writers.</p>
<p>Goal 3</p>	<p>To increase student advocacy to enable them to become active agents in shaping their learning.</p>
<p>Target 3.1</p>	<p>Student perception of stimulating learning, teacher effectiveness and teacher empathy will improve annually. Parent opinion of student engagement factors will improve annually.</p> <p>Student attendance rates will reflect absences of not more than eleven days annually (excluding long term student illness and extended family holidays).</p> <p>School self-assessment will indicate 80 percent achievement of the 'excelling' criteria in the Global Citizenship Continua of School Improvement.</p>

	See School Summary Report attached to previous tab 'Review Evaluation Summary'.
Key Improvement Strategy 3.a Empowering students and building school pride	Create a collaborative learning environment that is responsive to student needs and aspirations.
Key Improvement Strategy 3.b Empowering students and building school pride	Create further opportunities for differentiation that allows for extended choice of student learning goals, activities and challenge
Key Improvement Strategy 3.c Empowering students and building school pride	Orient students towards their future through real life learning experiences in school community, local and global contexts.
Goal 4	To enhance students' capacity as curious, motivated, self-regulating and resilient learners.
Target 4.1	Student perception of safety, morale, motivation and learning confidence will improve annually. Parent opinion of student behaviour factors will improve annually. See School Summary Report attached to previous tab 'Review Evaluation Summary'.
Key Improvement Strategy 4.a	Strengthen social and emotional learning approaches to build students' self-management and awareness, empathy and relationship skills.

Empowering students and building school pride	
Key Improvement Strategy 4.b Empowering students and building school pride	Extend the whole school focus upon curiosity and achievement by enabling students to think explicitly about their learning and to evaluate and describe their progress.
Key Improvement Strategy 4.c Empowering students and building school pride	Foster student and parent awareness of belonging to a respectful, inclusive and safe school community.

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 every students' achievement in Mathematics	Yes	<p>All F-6 students to make at least one Victorian Curriculum level progress in Mathematics each year.</p> <p>The NAPLAN Relative Growth Numeracy measure to show: a maximum of 13 per cent of students making low relative gain and a minimum of 30 percent making high relative gain.</p> <p>50% of students from Foundation to Year Six as a combined score will achieve A or B scores in Mathematics.</p> <p>See School Summary Report attached to previous tab 'Review Evaluation Summary'.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>All F-6 students to make at least one Victorian Curriculum level progress in Mathematics each year.</p> <p>The NAPLAN Relative Growth Numeracy measure to show: a maximum of 13 per cent of students making low relative gain and a minimum of 30 percent making high relative gain.</p> <p>50% of students from Foundation to Year Six as a combined score will achieve A or B scores in Mathematics.</p>
To improve every students' achievement in English.	Yes	All F-6 students to make at least one Victorian Curriculum level progress in English each year.	All F-6 students to make at least one Victorian Curriculum level progress in English each year.

		<p>The NAPLAN Relative Growth measure for Writing to show: a maximum of 15 per cent of students making low relative gain and a minimum of 30 percent making high relative gain, by 2020.</p> <p>50% of students from Foundation to Year Six as a combined score will achieve A or B scores in English.</p> <p>See School Summary Report attached to previous tab 'Review Evaluation Summary'.</p>	<p>The NAPLAN Relative Growth measure for Writing to show: a maximum of 15 per cent of students making low relative gain and a minimum of 30 percent making high relative gain, by 2020.</p> <p>50% of students from Foundation to Year Six as a combined score will achieve A or B scores in English.</p>
<p>To increase student advocacy to enable them to become active agents in shaping their learning.</p>	<p>Yes</p>	<p>Student perception of stimulating learning, teacher effectiveness and teacher empathy will improve annually. Parent opinion of student engagement factors will improve annually.</p> <p>Student attendance rates will reflect absences of not more than eleven days annually (excluding long term student illness and extended family holidays).</p> <p>School self-assessment will indicate 80 percent achievement of the 'excelling' criteria in the Global Citizenship Continua of School Improvement.</p> <p>See School Summary Report attached to previous tab 'Review Evaluation Summary'.</p>	<p>Student perception of stimulating learning, teacher effectiveness and teacher empathy will improve annually. Parent opinion of student engagement factors will improve annually.</p> <p>Student attendance rates will reflect absences of not more than eleven days annually (excluding long term student illness and extended family holidays).</p> <p>School self-assessment will indicate 80 percent achievement of the 'excelling' criteria in the Global Citizenship Continua of School Improvement.</p>

To enhance students' capacity as curious, motivated, self-regulating and resilient learners.	Yes	<p>Student perception of safety, morale, motivation and learning confidence will improve annually.</p> <p>Parent opinion of student behaviour factors will improve annually.</p> <p>See School Summary Report attached to previous tab 'Review Evaluation Summary'.</p>	<p>Student perception of safety, morale, motivation and learning confidence will improve annually.</p> <p>Parent opinion of student behaviour factors will improve annually.</p>

Goal 1	To improve every students' achievement in Mathematics		
12 Month Target 1.1	<p>All F-6 students to make at least one Victorian Curriculum level progress in Mathematics each year.</p> <p>The NAPLAN Relative Growth Numeracy measure to show: a maximum of 13 per cent of students making low relative gain and a minimum of 30 percent making high relative gain.</p> <p>50% of students from Foundation to Year Six as a combined score will achieve A or B scores in Mathematics.</p>		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Continue to develop the whole school approach to differentiated teaching and learning in Mathematics.		Yes

KIS 2 Building practice excellence	Continue to undertake professional learning to enhance mathematical discipline knowledge, use of exemplary and innovative teaching practice, and effective use of digital technologies.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>These will continue to be our KIS in 2020. As we are continuing to work towards achieving our targets for students at an A or B, it is important that teachers continue to focus on how best to differentiate learning experiences for the children in their classes.</p> <p>Building the capacity of our teachers to plan for valuable learning tasks in the areas of applied mathematics, as well as incorporating multiple learning areas into one experience is an area of learning that has been identified by our staff in our Mathematics SWOT analysis at the end of 2019. Alongside this, the Maths Strategic team have identified 'mindsets' in mathematics as a vital area of future learning for our whole staff and particularly our children,</p> <p>Refer to School Performance Summary document attached in Review Evaluation Summary Tab</p>	
Goal 2	To improve every students' achievement in English.	
12 Month Target 2.1	<p>All F-6 students to make at least one Victorian Curriculum level progress in English each year.</p> <p>The NAPLAN Relative Growth measure for Writing to show: a maximum of 15 per cent of students making low relative gain and a minimum of 30 percent making high relative gain, by 2020.</p> <p>50% of students from Foundation to Year Six as a combined score will achieve A or B scores in English.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Continue building expertise and capacity of the Strategic Literacy Leaders to facilitate teacher learning and development.	No
KIS 2 Building practice excellence	Build staff capacity in data literacy, feedback and genuine reflection to underpin evidence-based teaching and learning approaches.	Yes
KIS 3 Building practice excellence	Develop students as confident orators, respectful listeners, imaginative thinkers and versatile writers.	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>With a strong focus on the PLC process it has become clear that Data literacy is a skill which we still need to continue to develop in staff. Data is deeply embedded in the PLC process and without the ability to correctly analyse this data our teacher will continue to make judgement on 'feel'. We have run several whole staff sessions on Data literacy and we feel that this is valuable time spent.</p> <p>Our focus on Student Voice and Agency is still vitally important. We have high performing, articulate learners who want to be able to drive their learning. Our focus on writing and developing creative and critical thinkers is essential to foster our learners who are able to develop many solutions to problems and be able to 'think outside of the square'. Our development of Goal setting structures will enable students to understand what they are working on and why. This will enable teachers to have deep conversations and enable students drive learning in a chosen direction.</p>	
<p>Goal 3</p>	<p>To increase student advocacy to enable them to become active agents in shaping their learning.</p>	
<p>12 Month Target 3.1</p>	<p>Student perception of stimulating learning, teacher effectiveness and teacher empathy will improve annually. Parent opinion of student engagement factors will improve annually.</p> <p>Student attendance rates will reflect absences of not more than eleven days annually (excluding long term student illness and extended family holidays).</p> <p>School self-assessment will indicate 80 percent achievement of the 'excelling' criteria in the Global Citizenship Continua of School Improvement.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Create a collaborative learning environment that is responsive to student needs and aspirations.</p>	<p>Yes</p>
<p>KIS 2 Empowering students and building school pride</p>	<p>Create further opportunities for differentiation that allows for extended choice of student learning goals, activities and challenge</p>	<p>Yes</p>
<p>KIS 3 Empowering students and building school pride</p>	<p>Orient students towards their future through real life learning experiences in school community, local and global contexts.</p>	<p>Yes</p>

<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>Student Voice and Agency is an important area for the school to continue focusing on. We understand that we have students who are highly able and crave direction and control in their learning. This work is focused in all areas of the curriculum and will see our results improve from both a welfare, social and academic perspective.</p> <p>Student goal setting has been mostly teacher directed across most area. With the development of the 'I can...' statements the school needs to ensure that students, parents and teacher are able to understand and relate these to the learning in the classroom and at home. This work needs to be continued to be embedded in the students everyday learning experiences. We understand that learning is most powerful when related to a real-life situation which students understand the context and why they would be working in this. Our students are socially aware and capable of exploring meaningful content to help engage in learning from a wide range of contexts. We need to continue to work on this moving forward.</p>	
<p>Goal 4</p>	<p>To enhance students' capacity as curious, motivated, self-regulating and resilient learners.</p>	
<p>12 Month Target 4.1</p>	<p>Student perception of safety, morale, motivation and learning confidence will improve annually.</p> <p>Parent opinion of student behaviour factors will improve annually.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Strengthen social and emotional learning approaches to build students' self-management and awareness, empathy and relationship skills.</p>	<p>Yes</p>
<p>KIS 2 Empowering students and building school pride</p>	<p>Extend the whole school focus upon curiosity and achievement by enabling students to think explicitly about their learning and to evaluate and describe their progress.</p>	<p>Yes</p>
<p>KIS 3 Empowering students and building school pride</p>	<p>Foster student and parent awareness of belonging to a respectful, inclusive and safe school community.</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.

The school has a long standing commitment to well being and fostering positive relationships with our families and community. We have began embedding Respectful Relationships into our everyday school program and are working hard to train and embed to School Wide Positive Behaviour Framework into RGLPS. These goals relate to this work and should remain a strong focus for 2020.

Define Actions, Outcomes and Activities

Goal 1	To improve every students' achievement in Mathematics			
12 Month Target 1.1	<p>All F-6 students to make at least one Victorian Curriculum level progress in Mathematics each year.</p> <p>The NAPLAN Relative Growth Numeracy measure to show: a maximum of 13 per cent of students making low relative gain and a minimum of 30 percent making high relative gain.</p> <p>50% of students from Foundation to Year Six as a combined score will achieve A or B scores in Mathematics.</p>			
KIS 1 Building practice excellence	Continue to develop the whole school approach to differentiated teaching and learning in Mathematics.			
Actions	<ol style="list-style-type: none"> 1. Develop the capacity of teachers to plan for enabling and extending prompts in mathematics 2. Ensuring mathematical focus during PLC meetings across the school, with particular focus on analysing and planning learning experiences using data 			
Outcomes	<ol style="list-style-type: none"> 1. Teachers will begin planning / implementing tasks that have a 'low floor, high ceiling'. Teachers will use enabling and extending prompts to support learners in these experiences. 2. Teachers will use relevant data to plan for the specific needs of their cohort when planning for mathematics tasks. 			
Success Indicators	<ul style="list-style-type: none"> - teacher participation in MAV professional development (pd notes, reflections, emails, resources) - multiple sources of data, PLC meeting agendas and notes - planning documents showing prompts planned for and recorded - work samples 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole School Professional Development through the Mathematics Association of Victoria (MAV)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,100.00

				<input type="checkbox"/> Equity funding will be used
Maths Strategic Leader and Co-leader and Area Team Leaders to participate in follow up session with MAV, with focus on planning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,350.00 <input type="checkbox"/> Equity funding will be used
Team leaders to share this learning through team planning sessions	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PLC teams ensure focus on mathematics in PLC areas meetings.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Continue to undertake professional learning to enhance mathematical discipline knowledge, use of exemplary and innovative teaching practice, and effective use of digital technologies.			
Actions	1. Implement whole school professional development in the area of Mathematical Mindsets. (Whole school Curriculum Day with a Mathematics Focus - based on Maths Mindset approach by Jo Boaler, Stanford University) 2. Find external specialist to employ for coaching teams in the area of planning for Applied Mathematics. 3. Ensure curriculum planning and delivery is in line with RGLPS models of practice.			
Outcomes	1. Teachers will reflect on their own mathematical mindsets. They will use language and activities that encourages a growth mindset. Students will show a shift in confidence when it comes to their own ability to learn in mathematics. 2. Leaders will have a better understanding of how to be a 'critical friend' and challenge teachers during planning sessions. Teachers will have confidence in themselves to plan for successful units of work.			

	Students will be engaged in real life learning tasks.			
	3. Teachers will be engaging students in activities that reflect our models of practice.			
Success Indicators	<ul style="list-style-type: none"> - start up planning documents that show implementation of the mathematical mindsets course - teacher reflections / student self reflections - professional development reflection notes, changed in planning - planning documents and work samples 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
5/6 teachers to implement "How to Learn Maths" free online course with their classes.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Mathematics Strategic Team to plan for whole school professional development based on Mathematics Mindsets PD from 2019.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage with MAV to organise professional development with RGLPS	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Teaching and Learning Coaches and Classroom Teachers to ensure during planning sessions that maths has a focus on real life learning.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve every students' achievement in English.			
12 Month Target 2.1	<p>All F-6 students to make at least one Victorian Curriculum level progress in English each year.</p> <p>The NAPLAN Relative Growth measure for Writing to show: a maximum of 15 per cent of students making low relative gain and a minimum of 30 percent making high relative gain, by 2020.</p> <p>50% of students from Foundation to Year Six as a combined score will achieve A or B scores in English.</p>			
KIS 1 Building practice excellence	Build staff capacity in data literacy, feedback and genuine reflection to underpin evidence-based teaching and learning approaches.			
Actions	<ol style="list-style-type: none"> 1. Continue to build and further develop staff practice in planning for, and using the Workshop Model in Reading across year levels 1-6, evidencing all planning in response to ongoing data and student needs analysis, 2. Staff will participate in Professional Learning around expanding the RGLPS Writing Model to include an independent writing structure using Writer's Notebooks. Staff will attend a whole school full day PL on Writing which will begin this process during Term 1, 2020. 			
Outcomes	<ol style="list-style-type: none"> 1. All classrooms 1-6 will use a Writer's Notebook alongside their current explicitly supported writing books, 2. The RGLPS Literacy Models of Practice will be updated to reflect the extension of the Writing Model, including explicit instruction using the Anne Angelopoulos model for writing instruction, and the Writer's Notebooks for independent practise, 3. Staff will confidently plan for and teach for independent writing after having had the PL experience. Writer's Notebooks will be evident in all writing planning documents. 			
Success Indicators	<p>Analysis of Writer's Notebooks / Moderation - The increase in independent writing time and directed support aimed at developing student skills, will positively influence both teacher judgement data, and end of 2020 NAPLAN Writing data.</p> <p>Ongoing moderation of student work will be clearer due to the nature of students completing a greater amount of independent pieces throughout the year.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Staff to engage in further ongoing Reading Professional Learning with school Learning Specialists throughout planning and in specific timetabled PL sessions throughout the year.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole School Curriculum Day aimed at introducing the Writer's Notebook (to enhance the current work of the Writing Model).	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Specialists continue to engage with Bastow Leading Literacy course content and consultants at Bastow in order to continue delivery of high impact literacy instruction strategies.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Specialists to continue to support staff to embed the Workshop Model for reading instruction into all planning documents across Years 1-6, during team planning weekly.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Specialists to support staff after Writer's Notebook PL, to embed the Workshop Model for writing instruction into all planning documents across Years 1-6, during team planning weekly.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide staffing to support the RTI model and literacy support for students at risk.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,044.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2	Develop students as confident orators, respectful listeners, imaginative thinkers and versatile writers.			

Building practice excellence				
Actions	<p>1. Staff will access ongoing in-house Professional Learning, targeted discussions at team planning and digital correspondence regarding best practice in teaching for, and analysing student outcomes in the Speaking and Listening Domain,</p> <p>2. Professional Learning will further enhance expectations for moderation in this domain, developing planning and practice around teaching for speaking and listening including rich oral language experiences and development of active listening,</p> <p>3. At team PLC level, staff will actively moderate student skills in speaking and listening.</p>			
Outcomes	<p>1. Develop protocols for moderating speaking and listening in each year level so that reporting and planning for future learning is consistent across the school,</p> <p>2. Staff will demonstrate greater confidence when discussing speaking and listening domain,</p> <p>3. Speaking and Listening will become a focus in PLCs.</p>			
Success Indicators	<p>1. Elements of Speaking and Listening will be evident in all planning documents across the school,</p> <p>2. School wide data will more accurately evidence the exceptional abilities of our students in speaking and listening, (a bell curve will be evident),</p> <p>3. Speaking and Listening will be evident in PLC cycles throughout 2020, demonstrated in PLC agenda/minutes as part of literacy moderation meetings.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff to engage in further Professional Learning around the effective planning for, and teaching with a 'Speaking and Listening' lense. Learning Specialists Planning and in specific timetabled PL sessions throughout the year.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PLC teams will moderate speaking and listening tasks in order to further develop individual and collective practice in this area.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Learning Specialists will disseminate Bastow resources with staff throughout the year and professional learning where required around 'Substantive Talk'.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To increase student advocacy to enable them to become active agents in shaping their learning.			
12 Month Target 3.1	<p>Student perception of stimulating learning, teacher effectiveness and teacher empathy will improve annually. Parent opinion of student engagement factors will improve annually.</p> <p>Student attendance rates will reflect absences of not more than eleven days annually (excluding long term student illness and extended family holidays).</p> <p>School self-assessment will indicate 80 percent achievement of the 'excelling' criteria in the Global Citizenship Continua of School Improvement.</p>			
KIS 1 Empowering students and building school pride	Create a collaborative learning environment that is responsive to student needs and aspirations.			
Actions	<ol style="list-style-type: none"> 1) Team planning focussing on student needs and agency 2) Administer school based surveys, Pivot survey, ATSS data, Student Opinions survey 3) Develop PLC process focussing on positive outcomes 			
Outcomes	<p>Students will respond more positively in the Student Attitudes to School Survey. Students will be empowered to take more responsibility for the direction or their learning and accountability in knowing how to be successful. This will in turn have a direct positive relationship to student outcomes in both NAPLAN and Teacher judgement data.</p> <p>School wide data will show improvement.</p>			
Success Indicators	<ul style="list-style-type: none"> - PLC data - ATSS survey data - Pivot data - Team planners - Units of work based around student voice and agency - NAPLAN data - Teacher judgement data 			

	- Moderation data - Incidental conversations with students			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Administer Pivot Survey	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and administer school based surveys	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Analyse ATSS data and develop learning sequences in line with findings	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to develop the PLC process in teaching teams	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Allow students to co-develop some units of work in collaboration with teachers	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Empowering students and building school pride	Create further opportunities for differentiation that allows for extended choice of student learning goals, activities and challenge			
Actions	<ol style="list-style-type: none"> 1. Implementation of consistent goal setting structure that links to the 'I can' statements across P-6 2. Differentiation of planning that allows for choice, activities and challenge 3. Implementation of E5 Instructional model 			
Outcomes	<ol style="list-style-type: none"> 1) Students have a goal setting book and choose their 'I can' goal focus based on their area of need 2) Staff and students will provide feedback on the effectiveness of goal setting 3) Consistent use of E5 Instructional Model across P-6 in all areas of learning 			
Success Indicators	<ul style="list-style-type: none"> - Student work samples - Student goal setting feedback - P-6 student goal setting book - Staff feedback on E5 Instructional Model - Team planners differentiating between choice, activities and challenges - Observed ability of students to articulate learning goals 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Planners focusing on weekly differentiation of activities based around 'I can' statements	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Student goal setting book with 'I can' statements. Statements aligned with student assessment levels.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

E5 Instructional Model reflected in classroom practice and planning documents	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Empowering students and building school pride	Orient students towards their future through real life learning experiences in school community, local and global contexts.			
Actions	<ol style="list-style-type: none"> 1) Maintain Five Star Sustainability Rating in Resource Smart Schools program. 2) Develop opportunities for students to create projects or challenges to develop links with school, local and global communities. 3) Support students and parent volunteers as they support the school with sustainable practices. 			
Outcomes	<ol style="list-style-type: none"> 1) Rosanna Golf Links Primary School will maintain successful existing practices in Sustainability and implement new projects / policies that support our mission to be a leading 5 Star School. We will identify areas of improvement and work with staff, students and the local community to take action so that we can increase our biodiversity and decrease our usage of waste, water and energy. Students will take pride in our school and have a strong understanding of the practices we implement and what impact this has on the real world. We will continue to see the impact of this knowledge and engagement in students' lives at home and in the wider community. 2) Student led projects will be celebrated and analysed to ascertain what curriculum can be covered in these broader experiences. We will continue to build our students capacity as leaders and support them to take action in areas that they feel passionately about. Students will share their knowledge and experiences with not only students at our school, but develop and maintain connections within the wider school community, local community and global contexts. Teachers will understand that advocacy and engagement improves students' attitude to school and in turn improved student outcomes. 3) We will continue to develop the capacity of not only our students, but our parent volunteers and people associated with RGLPS as they support the school with sustainable practices. Parents will be given opportunities to develop their understanding of sustainable practices and be encouraged to take on active roles to support these at the school. Teachers and students will work to further educate our parents and helpers on sustainable issues and how they can help to make a difference. 			
Success Indicators	<ol style="list-style-type: none"> 1) Five Star Sustainability rating maintained as evidenced on ResourceSmart Schools website. 2) Students will participate in a Kids Teaching Kids conference to share their knowledge and passion about Sustainability. 3) Evidence of parent / family helpers working in the school to support the school with sustainable practices. 			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Maintain 5 Star Sustainability Rating with CERES by working toward the compulsory actions as per ResourceSmart Schools program.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,880.00 <input type="checkbox"/> Equity funding will be used
Small group of students from years 4-6 to participate in Kids Teaching Kids conference to share knowledge and passion of a key area in Sustainability e.g. waste, biodiversity, water or energy.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$470.00 <input type="checkbox"/> Equity funding will be used
Engage parents and members of our school community to participate in sustainability initiatives and events - ongoing throughout the year.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students to create and develop learning through the lens of Global Citizenship. These projects will shared and celebrated widely and improve the viability of the work the school is doing to enable students to control learning experience.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 4	To enhance students' capacity as curious, motivated, self-regulating and resilient learners.			

12 Month Target 4.1	<p>Student perception of safety, morale, motivation and learning confidence will improve annually.</p> <p>Parent opinion of student behaviour factors will improve annually.</p>
KIS 1 Empowering students and building school pride	Strengthen social and emotional learning approaches to build students' self-management and awareness, empathy and relationship skills.
Actions	<p>Implementation of the School-Wide Positive Behaviours Support (SWPBS) Framework with fidelity and consistency across the school</p> <ol style="list-style-type: none"> 1. Establish new RGLPS SWPBS values through consultation with school community 2. Implement explicit teaching of SWPBS values in all classrooms 3. Creation of SWPBS Behaviour Matrix and Consequences Process 4. Identification of Major and Minor Behaviours of concern within the school 5. All teachers to apply consistent consequences for inappropriate behaviours 6. Positive reinforcement and acknowledgement of desirable behaviours
Outcomes	<p>Students will receive consistent expectations around appropriate and inappropriate behaviour in all areas of the school.</p> <p>Students will be clear on behavioural expectations and consequences.</p> <p>Teachers will apply consistent consequences across the school.</p> <p>Leadership staff will be 'freed' up to deal with school wide issues, rather than minor student behaviours.</p> <p>Students will be better able to self regulate behaviour, interactions with peers and implement coping strategies</p> <p>Students will experience greater ownership and responsibility.</p> <p>Students will experience improved teacher student relationships and a improved wellbeing.</p> <p>Students will feel safe while attending the school.</p>
Success Indicators	<ol style="list-style-type: none"> 1. Maintenance of strong school results in Student Attitudes to School Survey Data (Year 4-6), including improved outcomes for the following factors: <ul style="list-style-type: none"> *Resilience (Learner Characteristics) to increase above 80% in Year 4 (69% in 2019) ,Year 5 (75% in 2019) and Year 6 (80% in 2019) *Teacher Concern (Teacher-Student Relations) to increase to above 70% in Year 4 (74% in 2019) ,Year 5 (63% in 2019) and Year 6 (65% in 2019) *Not Experiencing Bullying (Not Experiencing Bullying - Parent factor) to increase to above 80% in Year 4 (72% in 2019) ,Year 5 (72% in 2019) and Year 6 (60% in 2019) 2. PIVOT Survey (Year 3-6) factors to show increased student wellbeing and safety and teacher-student relationships. (2019 data

collection currently underway and not yet available) .

3. Parent Opinion Survey date to improve in the following factors in the Safety Domain:

*Managing Bullying to improve to 88% (83% in 2019) - focus on factor - student confidence in using skills and strategies to address bullying behaviours

*Promoting Positive Behaviour to improve to 85% (80% in 2019) - focus on factor - consistent approach to positive school behaviour

4. SWPBS SET Data to show fidelity with SWPBS implementation

4. Teacher Planning documents reflect planning for explicit teaching of SWPBS values and strategies.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
1. Explicit teaching of social and emotional skills in all classrooms	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,880.00 <input type="checkbox"/> Equity funding will be used
2. Creation of SWPBS Behaviour Matrix and Consequences Process	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Teaching Partners (DSSI) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,880.00 <input type="checkbox"/> Equity funding will be used
3. Identification of Major and Minor behaviours of concern within the school	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,880.00 <input type="checkbox"/> Equity funding will be used

4. All teachers to apply consistent consequences for inappropriate behaviours	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,880.00 <input type="checkbox"/> Equity funding will be used
5. Positive reinforcement and acknowledgement of desirable behaviours	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,880.00 <input type="checkbox"/> Equity funding will be used
6. Explicit teaching of social and emotional skills in all classrooms	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,880.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Extend the whole school focus upon curiosity and achievement by enabling students to think explicitly about their learning and to evaluate and describe their progress.			
Actions	1) Student goal setting across all year levels using the "I can statements..." 2) Engage in information sessions to enable parents to understand 'Continuum' on Compass and discuss student goal setting 3) Continue work with staff to ensure they understand the importance of student voice and agency and how Goal setting and student input can improve student results			
Outcomes	Staff, students and their families will see a clear and direct link to student goal settings and student outcomes. They will be able to identify and articulate how goal setting drives students in their schooling and how to support this learning at home. The Students will be more focused on what they are learning and be able to demonstrate why they have been successful in greater detail. This will enable them to direct their learning and make better judgement on what they should do next.			
Success Indicators	Improved outcomes in: - Students Attitudes to School Survey (Agency)			

		- Parent Opinion Data - Student outcomes (NAPLAN, Teacher judgement and Moderation data)		
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop the 'I can' statements into the OKR structure	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Run Parent sessions on 'continuum' and also student goal setting.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Deliver Staff development sessions focused on teacher knowledge and skills in working with the new goal setting structure	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Ensure students are given a goal setting booklet matching their current academic levels.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Track student progress with goal setting and teacher judgement align	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 3 Empowering students and building school pride	Foster student and parent awareness of belonging to a respectful, inclusive and safe school community.			
Actions	1. Continued implementation of Respectful Relationships initiative with dedicated time allocation for weekly instruction. 2. Implementation of SWPBS Framework. (outlined in detail in 4.a) 3. Continue to promote expectations around RGLPS DET Statement of Values to wider community			
Outcomes	Students will understand school expectations around inclusion and respect for diversity. Students will receive consistent expectations around appropriate and inappropriate behaviour in all areas of the school. Teachers will apply consistent consequences across the school. Students will be better able to self regulate behaviour, interactions with peers and implement coping strategies Students will feel safe while attending the school. Parent behaviour will be consistently respectful towards RGLPS staff both in person and online, resulting in improved staff wellbeing.			
Success Indicators	1. Maintenance of strong school results in Student Attitudes to School Survey Data (Year 4-6), including improved outcomes for the following factors: *Resilience (Learner Characteristics) to increase above 80% in Year 4 (69% in 2019) ,Year 5 (75% in 2019) and Year 6 (80% in 2019) *Teacher Concern (Teacher-Student Relations) to increase to above 70% in Year 4 (74% in 2019) ,Year 5 (63% in 2019) and Year 6 (65% in 2019) *Not Experiencing Bullying (Not Experiencing Bullying - Parent factor) to increase to above 80% in Year 4 (72% in 2019) ,Year 5 (72% in 2019) and Year 6 (60% in 2019) 2. PIVOT Survey (Year 3-6) factors to show increased student wellbeing and safety and teacher-student relationships compared to 2019 data (2019 data collection currently underway and not yet available) . 3. Improved outcomes from Parent Opinion Survey in the Safety Domain: *Managing Bullying to improve to 88% (83% in 2019) - focus on factor - student confidence in using skills and strategies to address bullying behaviours *Promoting Positive Behaviour to improve to 85% (80% in 2019) - focus on factor - consistent approach to positive school behaviour *Respect for Diversity to improve to 90% (84% in 2019) - focus on factor - respect for cultural beliefs and practices 4. Teacher Planning documents reflect planning for explicit teaching of Respectful Relationships and SWPBS values and strategies			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Continued Implementation of Respectful Relationships	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
2. Implementation of SWPBS Framework. (outlined in detail in 4.a)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
3. Continue to promote expectations around RGLPS DET Statement of Values to wider community	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$8,044.00	\$8,044.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$8,044.00	\$8,044.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide staffing to support the RTI model and literacy support for students at risk.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$8,044.00	\$8,044.00
Totals			\$8,044.00	\$8,044.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole School Professional Development through the Mathematics Association of Victoria (MAV)	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> External consultants MAV	<input checked="" type="checkbox"/> On-site
Maths Strategic Leader and Co-leader and Area Team Leaders to participate in follow up session with MAV, with focus on planning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Team Leader(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants MAV <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Team leaders to share this learning through team planning sessions	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
PLC teams ensure focus on mathematics in PLC areas meetings.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Mathematics Strategic Team to plan for whole school professional development based on Mathematics Mindsets PD from 2019.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Engage with MAV to organise professional development with RGLPS	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants MAV	<input checked="" type="checkbox"/> On-site
Teaching and Learning Coaches and Classroom Teachers to ensure during planning sessions that maths has a focus on real life learning.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff to engage in further ongoing Reading Professional Learning with school Learning Specialists throughout planning and in specific timetabled PL sessions throughout the year.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

Whole School Curriculum Day aimed at introducing the Writer's Notebook (to enhance the current work of the Writing Model).	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Learning Specialists continue to engage with Bastow Leading Literacy course content and consultants at Bastow in order to continue delivery of high impact literacy instruction strategies.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Learning Specialists to continue to support staff to embed the Workshop Model for reading instruction into all planning documents across Years 1-6, during team planning weekly.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Learning Specialists to support staff after Writer's Notebook PL, to embed the Workshop Model for writing instruction into all planning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

documents across Years 1-6, during team planning weekly.						
Provide staffing to support the RTI model and literacy support for students at risk.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Staff to engage in further Professional Learning around the effective planning for, and teaching with a 'Speaking and Listening' lense. Learning Specialists Planning and in specific timetabled PL sessions throughout the year.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
PLC teams will moderate speaking and listening tasks in order to further develop individual and collective practice in this area.	<input checked="" type="checkbox"/> All Staff	from: Term 1 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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Learning Specialists will disseminate Bastow resources with staff throughout the year and professional learning where required around 'Substantive Talk'.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Student goal setting book with 'I can' statements. Statements aligned with student assessment levels.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
E5 Instructional Model reflected in classroom practice and planning documents	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
1. Explicit teaching of social and emotional skills in all classrooms	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Louise O'Kelly - SWPBS Expert	<input checked="" type="checkbox"/> On-site
2. Creation of SWPBS Behaviour Matrix and Consequences Process	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Teaching Partners (DSSI) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

3. Identification of Major and Minor behaviours of concern within the school	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
4. All teachers to apply consistent consequences for inappropriate behaviours	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
5. Positive reinforcement and acknowledgement of desirable behaviours	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
6. Explicit teaching of social and emotional skills in all classrooms	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> On-site
2. Implementation of SWPBS Framework. (outlined in detail in 4.a)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Louise O'Kelly - SWPBS Expert	<input checked="" type="checkbox"/> On-site