

2019 Annual Implementation Plan

for improving student outcomes

Lismore Primary School (1293)



Submitted for review by Jessica Kattwinkel (School Principal) on 25 January, 2019 at 10:42 AM
Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 29 January, 2019 at 10:25 AM
Endorsed by Lyall BOND (School Council President) on 25 February, 2019 at 11:22 PM

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	Throughout 2018, all staff have participated in number of professional learning days, activities and courses in order to build capacity and knowledge of best practice particularly in our target area of literacy. We have worked hard on embedding our instructional model and had a very explicit and intentional focus on phonics to improve reading outcomes. The PLC initiative has had a positive impact on professional learning in our school with a focus on FISO and improving student outcomes. Our 2018 AIP was specific with achievable goals and milestones. All staff were on board with a direct line of sight from SSP to AIP and PDP's. Curriculum documents have been reviewed creating a consistent approach across the school. NAPLAN results were pleasing with all year 3 students achieving in the top 2 bands.
Considerations for 2019	In 2019, we will continue to focus on the review/reflect part of our instructional model with a large focus on feedback and increasing student voice. We will use the HITS document to increase knowledge and understanding about feedback. I am in a Community of Practice at network level focussed on 'Student Voice' and will feed back learnings from this CoP to the whole staff. Writing will continue to be a focus with a review of the structure and delving deeper into VCOP strategies as well

	as incorporating the 6 + 1 traits of writing. PLC's will be timetabled and continue a focus on FISO and completing some learning sprints.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	By the end of 2020 we will build the capacity of teachers to plan, assess and deliver an engaging and contemporary curriculum so that all students achieve annual learning growth of at least 1.0 in Literacy and Numeracy, and the achievement gap between learners is reduced.																																																																																	
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	Based on a rolling average over 3 years	Benchmark (2013-2015)			Target (2018- 2020)		
		A & B	C	D & E	A & B	C	D & E
	Measure & Geometry	30	64	6	33	65	2
	Number & Algebra	38	56	6	40	59	1
	Stats & Probability	14	78	9	25	70	5
Target 1.3	Staff Opinion Survey – percentage endorsement						
	Based on rolling average over 3 years 2014 – 2016	Benchmark	Target				
	Collective Efficacy	89	95				
	Teacher Collaboration	74	85				
	Academic Emphasis	79	90				
	Guaranteed & viable curriculum	74	85				
	Collective responsibility	85	90				
	Staff trust in colleagues	80	90				
	Collective focus on student learning	90	95				
	Shielding/buffering	43	60				

Key Improvement Strategy 1.a Building practice excellence	Develop and implement an agreed instructional model consistently across the whole school.																														
Key Improvement Strategy 1.b Building practice excellence	Embed the Professional Learning Community Framework.																														
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<p>Target 3.1</p>	<p>Acer Survey on social and emotional skills for students</p> <p>100% staff to complete the staff opinion survey</p>																		

- To attain at least 70% in the safety and well-being component of the SOS by 2020.

ATSS – Benchmarks to be set in 2018

Parent Opinion Survey

Based on 3 year rolling average (2012-2015)	2013-16 average Actual	2017-2020 average target
Student safety	5.68	5.7
Classroom behaviour	4.78	4.8

Key Improvement Strategy 3.a
Health and wellbeing

To develop and implement a growth mindset framework

Key Improvement Strategy 3.b
Intellectual engagement and self-awareness

To introduce the principles of Positive education

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																													
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12 Month Target 1.2	All students without a diagnosed learning disability to achieve at least 1 year's growth for 1 year of school in Mathematics.

12 Month Target 1.3	Staff Opinion Survey to show a 60% positive response for shielding and buffering, 85% positive for academic emphasis.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop and implement an agreed instructional model consistently across the whole school.	No
KIS 2 Building practice excellence	Embed the Professional Learning Community Framework.	No
KIS 3 Building practice excellence	Develop and document a guaranteed and viable curriculum	No
KIS 4 Building practice excellence	Build teacher capacity to implement an instructional model and evaluate the impact of their teaching practice.	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>Our whole staff evaluated the following data sets:</p> <p>NAPLAN relative growth over the past 7 years has shown particular improvement in reading and numeracy.</p> <p>Percentage of students in the top two bands of reading- 100% of year 3 students for the past 3 years and 100% of year 5 students in 2018.</p> <p>Percentage of students in the top 2 bands for mathematics- 100% of year 3 students for the past 2 years, 100% of year 5 students in 2018.</p> <p>Percentage of students in the middle 2 bands for writing in 2018- 100% (no high growth) year 5 students, 67% of year 3 students in 2018.</p> <p>From this data we have identified writing as a target area for 2019.</p> <p>We have worked on our literacy curriculum document throughout 2018 and we will continue to refine this in 2019 with a particular focus on developing an agreed approach to the teaching of writing. While students are consistently making medium growth in writing, our goal is to increase the number of students making high growth. Our reading results in 2018 were very pleasing and we will aim to maintain these with the continuation of a targeted approach on phonics and phonemic awareness. Build teacher capacity to implement an instructional model and evaluate the impact of their teaching practice will also be a focus to ensure teacher consistency across the school. We will have a focus on feedback (using the HITS document as a basis) to ensure teachers are able to evaluate their impact on student learning. Our parent opinion results show improvement is necessary in stimulated learning environment and student motivation and support.</p>	

Goal 2	By the end of 2020 we will build the instructional capability of staff, and strengthen feedback and communication processes so that students are more engaged in their learning.	
12 Month Target 2.1	Parent Opinion data to show 70% positive result for student motivation & support, stimulating learning environment and student agency and voice. Attitude to School Survey data will show a minimum of 70% positive result in stimulated learning.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	To build a culture of continuous improvement based on high quality feedback	Yes
KIS 2 Empowering students and building school pride	Build a stimulating learning environment that engages and challenges students in their learning	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	To build a culture of continuous improvement based on high quality feedback was chosen as it has a strong connection with building teacher capacity to evaluate impact of teaching practice. While we have made significant process in implementing an agreed instructional model, the review/reflect part of the model needs a greater focus in order to receive the high quality feedback we are after. We have recognised Feedback as an area of focus from an audit of the HITS document. Build a stimulating learning environment that engages and challenges students in their learning was chosen based on data analysis. Our attitudes to school survey data from 2017 (2018 data was suppressed due to low numbers) and parent opinion survey data indicate room for improvement with student engagement, stimulated learning and high expectations. We have identified student voice as a viable avenue to improve these areas as well as provide important feedback to teachers. Increasing student voice will form a major part of our work in 2019.	

Define Actions, Outcomes and Activities

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12 Month Target 1.3	Staff Opinion Survey to show a 60% positive response for shielding and buffering, 85% positive for academic emphasis.
KIS 1 Building practice excellence	Build teacher capacity to implement an instructional model and evaluate the impact of their teaching practice.
Actions	<p>WORK FORCE PLANNING & STRATEGIC RESOURCE MANAGEMENT</p> <p>Ensure a strong line of sight between the AIP and staff PDPs</p> <p>PROFESSIONAL LEARNING</p> <p>Support teachers to further develop their knowledge and capacity to identify, implement and evaluate the use of high impact teaching strategies.</p> <p>Identify professional learning needs of staff</p> <p>MONITORING USING THE IMPROVEMENT CYCLE</p> <p>Ensure quality data and evidence are used in the monitoring of implementation plans and strategies.</p> <p>Use FISO to monitor progress against schools targets.</p>
Outcomes	<p>This KIS will be demonstrated when:</p> <p>LEADERS:</p> <ul style="list-style-type: none"> * provide ongoing feedback and support to build collective efficacy <p>TEACHERS:</p> <ul style="list-style-type: none"> * evaluate the impact of teaching on learning by analysing multiple sources of data * make consistent judgements validated by moderation in professional learning teams * use peer, student and parent/carer feedback * draw on current research and use an inquiry improvement cycle

	<ul style="list-style-type: none"> * continuously monitor, self-assess and reflect on changes to practice. * challenge and support each other to improve practice STUDENTS: <ul style="list-style-type: none"> * Move confidently from worked examples to independent practice 			
Success Indicators	<ul style="list-style-type: none"> * Data analysis * Completed feedback profromas * Evidence based documentation * Protocols that support teachers to respectfully challenge * Student work samples 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
MONITORING USING THE IMPROVEMENT CYCLE Staff will develop a thorough knowledge of the need for continuous improvement through analysis of student data to inform teaching and learning including Accelerus data tracking, data wall and moderation exercises.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PROFESSIONAL LEARNING Identify opportunities for leaders and teachers to work and learn collaboratively at the school, area, network, region and system level and to share findings with peers.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
PROFESSIONAL LEARNING Implement and provide access to professional learning that is focussed on improving teachers knowledge of HITS.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	By the end of 2020 we will build the instructional capability of staff, and strengthen feedback and communication processes so that students are more engaged in their learning.			

12 Month Target 2.1	Parent Opinion data to show 70% positive result for student motivation & support, stimulating learning environment and student agency and voice. Attitude to School Survey data will show a minimum of 70% positive result in stimulated learning.
KIS 1 Evidence-based high-impact teaching strategies	To build a culture of continuous improvement based on high quality feedback
Actions	<p>WORKFORCE PLANNING & STRATEGIC RESOURCE MANAGEMENT Develop a theory of change for the implementation of key improvement strategies within resource constraints and communicate to teachers, students and community members the vision for improvement</p> <p>PROFESSIONAL LEARNING Plan professional learning that incorporates different approaches and multiple sources of feedback</p> <p>MONITORING USING THE IMPROVEMENT CYCLE Develop appropriate and suitable structures, routines and procedures to enable effective monitoring</p>
Outcomes	<p>This KIS will be demonstrated when:</p> <p>LEADERS:</p> <ul style="list-style-type: none"> * engage actively as an instructional leader by focussing on student outcomes and be knowledgeable about, and directly involved in the work of teachers. * provide regular feedback to teachers based on evidence collected through observation during learning walks. <p>TEACHERS:</p> <ul style="list-style-type: none"> * provide feedback on tasks that challenges students to review, reflect on and refine their understandings at various points in a learning sequence * give timely feedback, acknowledging areas well-handled and suggesting areas for improvement * structure feedback to support further learning * organise a variety of audiences to provide feedback * use student assessment data as a source of feedback on the effectiveness of their teaching practice. <p>STUDENTS:</p> <ul style="list-style-type: none"> * understand what they need to do to improve * feel encouraged and supported to achieve their learning goals * use feedback to monitor and self-regulate their learning.
Success Indicators	<p>Data and evidence will include-</p> <ul style="list-style-type: none"> * notes from Leadership Learning Walks that provide feedback to teachers * teacher planners that identify feedback as a priority in the learning sequence * completed reading & writing conference notes providing feedback and identifying next steps and learning goals

	<ul style="list-style-type: none"> * student, parent and staff feedback surveys * student achievement data analysis * ATSS data 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
WORKFORCE PLANNING & STRATEGIC RESOURCE MANAGEMENT * Timetable and facilitate the implementation of 1 external peer observation per term. Provide opportunities to share feedback using the 'warm' and 'cool' feedback document.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
MONITORING USING THE IMPROVEMENT CYCLE * Develop a schedule for learning walks and allow time for feedback	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
MONITORING USING THE IMPROVEMENT CYCLE Develop and implement student surveys that allow feedback on teaching and learning and school culture	<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 2 Empowering students and building school pride	Build a stimulating learning environment that engages and challenges students in their learning			
Actions	WORKFORCE PLANNING & STRATEGIC RESOURCE MANAGEMENT Allocate resources to key improvement strategies PROFESSIONAL LEARNING Ensure prioritised professional learning needs are appropriately resourced and expectations are communicated clearly MONITORING USING THE IMPROVEMENT CYCLE			

	Utilise the improvement cycle to monitor the impact of student voice on student learning growth Use data and evidence to monitor progress and adjust strategies.			
Outcomes	<p>This KIS will be demonstrated when:</p> <p>LEADERS:</p> <ul style="list-style-type: none"> * support staff through professional learning and coaching conversations to deepen their understanding of building rich, challenging learning environments * facilitate and support collaborative practices across the school <p>TEACHERS</p> <ul style="list-style-type: none"> * assess students prior knowledge * use evidence to differentiate learning goals for groups of students based on need * demonstrate a purpose for learning by linking a specific activity to the learning goals * provide realistic but challenging goals, and recognises effort towards achieving them * empower students to have a democratic voice in the running of the communities in which they learn * provide opportunities for students to engage with digital systems, creating digital solutions using digital technologies and analysing data and information * use a range of questioning strategies and thinking tools to promote cognitive challenge•work collaboratively with colleagues to identify high performing students and to plan units to meet their needs. <p>STUDENTS</p> <ul style="list-style-type: none"> * actively engage with the learning goals to plan their own learning * self- monitor their progress, and provide evidence they believe demonstrates they have achieved their goals * frame future learning goals based on identified strengths and areas for improvement * articulate what they need to do build a safe and supportive learning community and know what their responsibilities are * can use technology to design, create and communicate * can identify and model ways to maintain their own wellbeing. 			
Success Indicators	<ul style="list-style-type: none"> * Parent opinion data * ATSS data * Student achievement data * Student learning goals * Student video clips articulating learning achievements (Seesaw app) 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>PROFESSIONAL LEARNING Facilitate the development and implementation of effective practices for wellbeing and engagement</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>PROFESSIONAL LEARNING Attend PL on raising student voice</p>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>MONITORING USING THE IMPROVEMENT CYCLE Elect Junior School Council members and ensure regular monthly meetings discussing aspects of teaching and learning</p>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>MONITORING USING THE IMPROVEMENT CYCLE Develop and implement a plan to improve parent and community engagement to strengthen home/school relationships and improve student connectedness</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>MONITORING USING THE IMPROVEMENT CYCLE Develop writing conference proforma based on evidence from Leading Literacy to assist teacher capacity to support students development of writing goals</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>WORKFORCE PLANNING & STRATEGIC RESOURCE MANAGEMENT Purchase 10 new iPads for the classroom to allow students to engage with technology to show their progress towards individual learning goals. Teachers will support students to use the SeeSaw app to record themselves and communicate their progress to families building a stronger connection between home/school.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" 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	\$14,000.00	\$13,500.00
Additional Equity funding	\$7,900.00	\$7,900.00
Grand Total	\$21,900.00	\$21,400.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
MONITORING USING THE IMPROVEMENT CYCLE Staff will develop a thorough knowledge of the need for continuous improvement through analysis of student data to inform teaching and learning including Accelerus data tracking, data wall and moderation exercises.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,000.00	\$4,000.00
PROFESSIONAL LEARNING Identify opportunities for leaders and teachers to work and learn collaboratively at the school, area, network, region and system level and to share findings with peers.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$1,500.00	\$1,500.00
WORKFORCE PLANNING & STRATEGIC RESOURCE MANAGEMENT * Timetable and facilitate the implementation of 1 external peer observation per term. Provide opportunities to share feedback using the 'warm' and 'cool' feedback document.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00

PROFESSIONAL LEARNING Attend PL on raising student voice	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$500.00	\$500.00
MONITORING USING THE IMPROVEMENT CYCLE Develop and implement a plan to improve parent and community engagement to strengthen home/school relationships and improve student connectedness	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
WORKFORCE PLANNING & STRATEGIC RESOURCE MANAGEMENT Purchase 10 new iPads for the classroom to allow students to engage with technology to show their progress towards individual learning goals. Teachers will support students to use the SeeSaw app to record themselves and communicate their progress to families building a stronger connection between home/school.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$5,000.00	\$4,500.00
Totals			\$14,000.00	\$13,500.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Purchase of Mathletics software and Mangahigh software to assist individual students to develop numeracy skills at their point of need.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$400.00	\$400.00
Reading Eggs subscription - reading app that allows individual students to map their way through early reading tasks and activities	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$200.00	\$200.00
Essential Assessments Assessment Program- allows teachers to track the progress of students in literacy and numeracy through online and paper testing and provides direction for future teaching.	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$900.00	\$900.00

	to: Term 4			
Maintaining small class sizes to ensure the personalised learning needs of individual students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$6,400.00	\$6,400.00
Totals			\$7,900.00	\$7,900.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>MONITORING USING THE IMPROVEMENT CYCLE</p> <p>Staff will develop a thorough knowledge of the need for continuous improvement through analysis of student data to inform teaching and learning including Accelerus data tracking, data wall and moderation exercises.</p>	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<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
<p>PROFESSIONAL LEARNING</p> <p>Identify opportunities for leaders and teachers to work and learn collaboratively at the school, area, network, region and system level and to share findings with peers.</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Attendance at network and area forums as well as other schools and within our own school
<p>PROFESSIONAL LEARNING</p> <p>Implement and provide access to professional learning that is focussed on improving teachers knowledge of HITS.</p>	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources HITS document	<input checked="" type="checkbox"/> On-site
<p>WORKFORCE PLANNING & STRATEGIC RESOURCE</p>	<input checked="" type="checkbox"/> Principal	from: Term 1	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> Off-site

MANAGEMENT * Timetable and facilitate the implementation of 1 external peer observation per term. Provide opportunities to share feedback using the 'warm' and 'cool' feedback document.		to: Term 4			<input checked="" type="checkbox"/> Learning Specialist	Teachers will visit other schools to complete peer observations focussing on targeted areas.
PROFESSIONAL LEARNING Attend PL on raising student voice	<input checked="" type="checkbox"/> Principal	from: Term 1	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> External consultants Russell Quaglia Workshop: Melbourne	<input checked="" type="checkbox"/> Off-site Attend an external professional development aimed specifically at student voice and share learnings with staff
MONITORING USING THE IMPROVEMENT CYCLE Develop and implement a plan to improve parent and community engagement to strengthen home/school relationships and improve student connectedness	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
MONITORING USING THE IMPROVEMENT CYCLE Develop writing conference	<input checked="" type="checkbox"/> All Staff	from: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

proforma based on evidence from Leading Literacy to assist teacher capacity to support students development of writing goals		to: Term 3	<input checked="" type="checkbox"/> Student voice, including input and feedback			
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