

2019 Annual Implementation Plan

for improving student outcomes

Pascoe Vale South Primary School (4704)



PASCOE VALE SOUTH
PRIMARY SCHOOL

Submitted for review by Susan Spurr (School Principal) on 21 December, 2018 at 11:20 AM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 03 January, 2019 at 10:04 AM
Endorsed by Michael Grant (School Council President) on 26 March, 2019 at 12:09 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	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Evolving moving towards Embedding
Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving

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

Reflective comments	2018 focused on enhancing the PLC process, ensuring that all teachers had a clear understanding of the school's goals and targets and strengthening the implementation of the PLC approach. This was supported by the Leading Teacher.
Considerations for 2019	<ul style="list-style-type: none"> • In 2019 there will be greater focus on developing teacher capacity in curriculum planning and assessment. The whole school assessment schedule will be reviewed to reflect improved data collection tools. A five week inquiry cycle model will be implemented. • Professional learning will focus on developing teacher skills in moderation. • SWPB - Tier 1 action plan and checklist for monitoring will be commenced. • Effective Family/school partnerships - engagement with learning - project logic implementation will commence.

SSP Goals Targets and KIS

Goal 1	To enhance the learning growth and outcomes for every student in Reading and Numeracy
Target 1.1	<p>FOUNDATION TO YEAR 6 ACHIEVEMENT DATA: Students make at least one year's progress each year in Reading and Numeracy Benchmark: 2016 teacher judgements for reading – on average, 90% of all students are at or above the expected level; 2016 teacher judgements for number – on average 81% of all students are at or above the expected level.</p> <p>GROWTH TARGETS: NAPLAN At least 40% of Year 5 students (matched cohort) achieving at NAPLAN bands 7 and 8 for Reading and Numeracy NAPLAN Year 3 to 5 relative gain measures in Reading and Numeracy to show:</p> <ul style="list-style-type: none"> • Less than 25% of students making low relative gain • More than 25% of students making high relative gain <p>SCHOOL STAFF SURVEY – SCHOOL CLIMATE MODULE Increase the positive response percentage 2017 – 2020 for these factors:</p> <ul style="list-style-type: none"> • Academic Emphasis (Benchmark 2017: 69.84%) • Collective efficacy (Benchmark 2017: 79.25%) <p>SCHOOL STAFF SURVEY – SCHOOL LEADERSHIP MODULE Increase the positive response percentage 2017 – 2020 for these factors:</p> <ul style="list-style-type: none"> • Instructional Leadership (Benchmark 2016: 60.6%) <p>SCHOOL STAFF SURVEY – TEACHING AND LEARNING MODULE Increase the positive response percentage 2017 – 2020 for:</p> <ul style="list-style-type: none"> • The school regularly engages in professional learning though peer observation (Benchmark 2017: 15.4%) <p>FISO CONTINUUM OF PRACTICE FOR SCHOOL IMPROVEMENT Curriculum planning and assessment Benchmark 2016 Evolving to 2020 Embedding</p> <ul style="list-style-type: none"> • Building leadership teams Benchmark 2016 Evolving to 2020 Embedding
Key Improvement Strategy 1.a Curriculum planning and assessment	Strengthen the capacity of teachers to use data to implement precise targeted teaching.
Goal 2	To enhance student engagement in their learning
Target 2.1	<p>STUDENT ATTITUDE TO SCHOOL SURVEY Increase the positive response percentage 2017 – 2020 for:</p> <ul style="list-style-type: none"> • Student voice and agency (Benchmark 2017 – All students: 24.1%) <p>SCHOOL STAFF SURVEY - TEACHING AND LEARNING MODULE Teachers in this school promote student ownership of learning goals and learning progress (Benchmark 2017: 69.2%)</p> <p>PARENT OPINION SURVEY</p> <ul style="list-style-type: none"> • Increase the positive response percentage 2017 – 2020 for General Satisfaction (Benchmark 2017: 70%) • Increase the response rate to the Parent Opinion Survey (Benchmark 2017: 30% of 90 surveys returned)

	<p>FISO CONTINUUM OF PRACTICE FOR SCHOOL IMPROVEMENT</p> <ul style="list-style-type: none"> • Setting expectations and promoting inclusion - 2016 Evolving to 2020 Embedding • Building leadership teams - 2016 Evolving to 2020 Embedding
<p>Key Improvement Strategy 2.a Setting expectations and promoting inclusion</p>	Strengthen the whole school approach to student engagement and wellbeing
<p>Goal 3</p>	To enhance a positive learning culture for students, staff, parents, carers and community
<p>Target 3.1</p>	<p>SCHOOL STAFF SURVEY – SCHOOL CLIMATE MODULE Increase the positive response percentage 2017 – 2020 for these factors:</p> <ul style="list-style-type: none"> • Staff trust the students and parents of the school community (Benchmark 2017: 71.96%) <p>PARENT OPINION SURVEY</p> <ul style="list-style-type: none"> • Increase the positive response percentage 2017 – 2020 for General Satisfaction (Benchmark 2017: 70%) • Increase the response rate to the Parent Opinion Survey (Benchmark 2017: 30% of 90 surveys returned) <p>FISO CONTINUUM OF PRACTICE FOR SCHOOL IMPROVEMENT</p> <ul style="list-style-type: none"> • Building Communities - 2016 Evolving to 2020 Embedding • Parents and carers as partners - 2016 Evolving to 2020 Embedding
<p>Key Improvement Strategy 3.a Building communities</p>	Provide regular opportunities for parents to learn about the programs of the school and develop their own understandings of current teaching and learning programs.

Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To enhance the learning growth and outcomes for every student in Reading and Numeracy	Yes	<p>FOUNDATION TO YEAR 6 ACHIEVEMENT DATA: Students make at least one year's progress each year in Reading and Numeracy Benchmark: 2016 teacher judgements for reading – on average, 90% of all students are at or above the expected level; 2016 teacher judgements for number – on average 81% of all students are at or above the expected level.</p> <p>GROWTH TARGETS: NAPLAN At least 40% of Year 5 students (matched cohort) achieving at NAPLAN bands 7 and 8 for Reading and Numeracy NAPLAN Year 3 to 5 relative gain measures in Reading and Numeracy to show: Less than 25% of students making low relative gain More than 25% of students making high relative gain</p> <p>SCHOOL STAFF SURVEY – SCHOOL CLIMATE MODULE Increase the positive response percentage 2017 – 2020 for these factors:</p> <ul style="list-style-type: none"> • Academic Emphasis (Benchmark 2017: 69.84%) • Collective efficacy (Benchmark 2017: 79.25%) <p>SCHOOL STAFF SURVEY – SCHOOL LEADERSHIP MODULE Increase the positive response percentage 2017 – 2020 for these factors:</p> <ul style="list-style-type: none"> • Instructional Leadership (Benchmark 2016: 60.6%) <p>SCHOOL STAFF SURVEY – TEACHING AND LEARNING MODULE Increase the positive response percentage 2017 – 2020 for:</p> <ul style="list-style-type: none"> • The school regularly engages in professional learning through peer observation (Benchmark 2017: 15.4%) <p>FISO CONTINUUM OF PRACTICE FOR SCHOOL IMPROVEMENT</p> <ul style="list-style-type: none"> • Curriculum planning and assessment Benchmark 2016 Evolving to 2020 Embedding 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN Year 3 to 5 growth: Less than 30% low relative gain in reading and numeracy More than 20% high relative gain in reading and numeracy</p> <p>Staff Survey - Teaching and Learning: The school regularly engages in professional learning through peer observation - percentage endorsement to be at or above 30%</p> <p>Staff Survey - School Climate: Academic emphasis - percentage endorsement to be at or above 60% Collective efficacy - percentage endorsement to be at or above 70%</p>

		<ul style="list-style-type: none"> Building leadership teams Benchmark 2016 Evolving to 2020 Embedding 	
To enhance student engagement in their learning	No	<p>STUDENT ATTITUDE TO SCHOOL SURVEY Increase the positive response percentage 2017 – 2020 for:</p> <ul style="list-style-type: none"> Student voice and agency (Benchmark 2017 – All students: 24.1%) <p>SCHOOL STAFF SURVEY - TEACHING AND LEARNING MODULE Teachers in this school promote student ownership of learning goals and learning progress (Benchmark 2017: 69.2%)</p> <p>PARENT OPINION SURVEY</p> <ul style="list-style-type: none"> Increase the positive response percentage 2017 – 2020 for General Satisfaction (Benchmark 2017: 70%) Increase the response rate to the Parent Opinion Survey (Benchmark 2017: 30% of 90 surveys returned) <p>FISO CONTINUUM OF PRACTICE FOR SCHOOL IMPROVEMENT</p> <ul style="list-style-type: none"> Setting expectations and promoting inclusion - 2016 Evolving to 2020 Embedding Building leadership teams - 2016 Evolving to 2020 Embedding 	
To enhance a positive learning culture for students, staff, parents, carers and community	Yes	<p>SCHOOL STAFF SURVEY – SCHOOL CLIMATE MODULE Increase the positive response percentage 2017 – 2020 for these factors:</p> <ul style="list-style-type: none"> Staff trust the students and parents of the school community (Benchmark 2017: 71.96%) <p>PARENT OPINION SURVEY</p> <ul style="list-style-type: none"> Increase the positive response percentage 2017 – 2020 for General Satisfaction (Benchmark 2017: 70%) Increase the response rate to the Parent Opinion Survey (Benchmark 2017: 30% of 90 surveys returned) <p>FISO CONTINUUM OF PRACTICE FOR SCHOOL IMPROVEMENT</p> <ul style="list-style-type: none"> Building Communities - 2016 Evolving to 2020 Embedding Parents and carers as partners - 2016 Evolving to 2020 Embedding 	<p>Staff survey - School Climate: Staff trust the students and parents of the school community - percentage endorsement to be at or above 70%</p> <p>Parent Opinion Survey - General Satisfaction to be at or above 75% Survey response rate to increase above 30%</p>

Goal 1	To enhance the learning growth and outcomes for every student in Reading and Numeracy	
12 Month Target 1.1	<p>NAPLAN Year 3 to 5 growth: Less than 30% low relative gain in reading and numeracy More than 20% high relative gain in reading and numeracy</p> <p>Staff Survey:</p> <ul style="list-style-type: none"> Teaching and Learning: The school regularly engages in professional learning through peer observation - percentage endorsement to be at or above 30% School Climate: Academic emphasis - percentage endorsement to be at or above 60% Collective efficacy - percentage endorsement to be at or above 70% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Strengthen the capacity of teachers to use data to implement precise targeted teaching.	Yes
Informed by:	<ul style="list-style-type: none"> NAPLAN growth data for reading and numeracy in 2018 showed a reduction in the % of students with low relative gain. The target was 35% and we achieved 29% in reading and 28% in numeracy. This met the 2018 target. NAPLAN growth data for reading and numeracy in 2018 showed that we did not meet the target of more than 20% of students making high relative gain. Reading - 18%, Mathematics - 10%. Professional learning across the school in 2018 focused on reading. Two teacher leaders engaged in the Bastow Leading Literacy program and implemented school based professional learning with a focus on HITS, new assessment tools - PAT Maths, PAT reading and Fountas and Pinnell. The PLC model was introduced in Term 3. This involved the collection and analysis of data from the new assessment tools by teams as part of an inquiry cycle with a focus on reading (reading conferences). Leadership and peer observations were undertaken. Feedback from students, peer observations and assessment data informed teacher practice. We aim to embed the PLC model consistently across the school in literacy and numeracy. 	

Goal 2	To enhance a positive learning culture for students, staff, parents, carers and community	
12 Month Target 2.1	<p>Staff survey - School Climate:</p> <ul style="list-style-type: none"> Staff trust the students and parents of the school community - percentage endorsement to be at or above 70% <p>Parent Opinion Survey: -</p> <ul style="list-style-type: none"> General Satisfaction to be at or above 75% Survey response rate to increase above 30% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building communities	Provide regular opportunities for parents to learn about the programs of the school and develop their own understandings of current teaching and learning programs.	Yes
Informed by:	<ul style="list-style-type: none"> POS: General satisfaction to be at or above 70%. 2019 - 74%. Analysis of the 2018 POS identified these focus areas: Parent Community Engagement (Teacher communication - 56%), Student Development (student voice and agency - 66%) and Safety (promoting positive behaviour, consistent approach - 71%). Analysis of the 2018 ATOSS showed we did not meet the target of 75% positive responses for student voice and agency (64%). Analysis of the SOS showed positive responses to staff trust of students and parents dropped from 72% to 64%. An enhanced program to build relationships and connections with local kindergartens was implemented in Term 4 and met with a positive response from the school community and kindergartens. The focus for the SIP was positive School Family Partnerships. The leadership team engaged in professional throughout the year at Bastow Family School Partnerships and with Sharon Butler as a consultant and critical friend. A project logic was developed as a framework to continue work with families. A pilot strategy: 'Family conversations' was implemented in Term 4. Input and feedback from families identified the areas for conversations in 2019. SWPB - initial professional learning at regional level was undertaken in Semester 1. In Semester 2 a PBS team was formed and commenced training with the regional coach in Term 4. Whole school implementation to commence in 2019. 	

Actions, Outcomes and Activities

Goal 1	To enhance the learning growth and outcomes for every student in Reading and Numeracy
12 Month Target 1.1	<p>NAPLAN Year 3 to 5 growth:</p> <ul style="list-style-type: none"> Less than 30% low relative gain in reading and numeracy More than 20% high relative gain in reading and numeracy <p>Staff Survey –</p> <ul style="list-style-type: none"> Teaching and Learning: The school regularly engages in professional learning through peer observation - percentage endorsement to be at or above 30% School Climate: <ul style="list-style-type: none"> Academic emphasis - percentage endorsement to be at or above 60% Collective efficacy - percentage endorsement to be at or above 70%
KIS 1 Curriculum planning and assessment	Strengthen the capacity of teachers to use data to implement precise targeted teaching.
Actions	<ul style="list-style-type: none"> Develop teacher capacity and understanding to analyse and use Fountas and Pinnell and PAT student data to plan for effective teaching in reading and number. Develop teacher capacity and understanding of effective teaching strategies (HITS) aligned to student needs. Develop teacher capacity and understanding to implement PLC inquiry cycles.
Outcomes	<p>Students will: In reading: Understand what they need to learn next Set a goal related to this Articulate the strategies that they use</p> <p>Teachers will: Analyse and use student data in each five week PLC cycle to evaluate student growth and progress, inform next cycle and apply appropriate teaching strategies In reading: Effectively use assessment data from F & P, running records and reading conferences to know student's learning needs and strengths, and plan for their learning</p> <p>Leadership/SIT will: Have evaluated the impact of strategies and actions through learning walks and peer observations</p>

	<p>Have provided professional learning and support to staff Have analysed the data collected from each PLC cycle and presented to staff Document progress at end of each five week cycle on SPOT</p>			
Success Indicators	<ul style="list-style-type: none"> Improved student learning growth outcomes will be reflected in the data collected using formative and summative assessment tools (F&P, reading conferences, running record, PAT NAPLAN, Teacher Judgements). All teachers have documented differentiated learning strategies and teaching practices for targeted learning groups in reading and maths. PLC inquiry cycles implemented - summary data from each cycle with action plan documented Documented observations from learning walks and peer observations. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Embed PLC inquiry cycles across the school	<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
School based professional learning - focus on HITS, PAT Maths and Reading, Fountas and Pinnell BAS & LLI	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,310.10 <input checked="" type="checkbox"/> Equity funding will be used
COMPASS used for storing reading, writing and mathematics assessment data	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
One documented reading conference per student	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Two documented reading conferences per five week cycle per student	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Walk - reading conferences and HITS	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Learning Walks - differentiated learning groups and HITS - reading, writing, mathematics	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$7,186.20 <input checked="" type="checkbox"/> Equity funding will be used
Peer observations - one per five week cycle (reading conferences, HITS)	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Deliver HITS & instructional model professional learning	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Professional Learning - F & P	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To enhance a positive learning culture for students, staff, parents, carers and community
12 Month Target 2.1	<p>Staff survey: School Climate:</p> <ul style="list-style-type: none"> • Staff trust the students and parents of the school community - percentage endorsement to be at or above 70% <p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> • General Satisfaction to be at or above 75% • Survey response rate to increase above 30%
KIS 1 Building communities	Provide regular opportunities for parents to learn about the programs of the school and develop their own understandings of current teaching and learning programs.
Actions	<ul style="list-style-type: none"> • Implement project logic: Engaging Families in Understanding the PVSPS model of Teaching and Learning • Implement SWPBS across the school
Outcomes	<p>Students will: List two thirds of the expectations from the SWPBS matrix Take an active role in promoting safety and developing a positive, safe and inclusive environment. Understand the importance and value of family engagement in learning</p> <p>Teachers will: Understand the approach to teaching and learning (school instructional model) and how the physical environment supports this List, communicate and model school expectations, school and DET values and behaviours. Explicitly teach the expected behaviours Communicate with parents/carers using a range of communication modes (in person, by phone, through school app, documents) Actively promote and support parent engagement in school curriculum programs and events.</p> <p>Leadership/SIT will: List, communicate and model school expectations, school and DET values and behaviours. Explicitly teach the expected behaviours Communicate with parents/carers using a range of communication modes (in person, by phone, through school app, documents) Actively promote and support parent engagement in school curriculum programs and events. Consult with families through PVS Conversations</p> <p>Families will: Understand how learning is differentiated Understand the importance and value of family engagement in their children's learning</p>
Success Indicators	<ul style="list-style-type: none"> • Documented evidence from PVS Conversations

- PVSPS Approach to Homework matrix including learning strategies
- Collection of data from learning walks, surveys, teacher acknowledgement checklists
- SWPB Matrix visible across the school
- Statement of differentiation - teaching and learning practice at PVSPS
- Documented PVS teaching and learning model

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Draft design guide for learning in flexible learning spaces	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
PVSPS Conversations once per term	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Learning to learn, learning to be program	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish SWPB team	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used
2019 SWPB implementation plan developed	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Expected academic and social behaviours are taught directly to all students in classrooms/learning areas and other locations (eg toilets, yard)	<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
Flowchart for addressing leadership managed, teacher managed behaviours that interfere with academic and social success	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 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	\$14,496.30	\$14,496.30
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$14,496.30	\$14,496.30

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
School based professional learning - focus on HITS, PAT Maths and Reading, Fountas and Pinnell BAS & LLI	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Assets	\$7,310.10	\$7,310.10
Learning Walks - differentiated learning groups and HITS - reading, writing, mathematics	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$7,186.20	\$7,186.20
Totals			\$14,496.30	\$14,496.30

Additional Equity spend

Outline here any additional Equity spend for 2019	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
Embed PLC inquiry cycles across the school	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<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"/> 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"/> Departmental resources Literacy Toolkit Numeracy Toolkit HITS Using Evidence for Impact	<input checked="" type="checkbox"/> On-site
School based professional learning - focus on HITS, PAT Maths and Reading, Fountas and Pinnell BAS & LLI	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Fountas & Pinnell - Pearson Education <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit Numeracy Toolkit HITS	<input checked="" type="checkbox"/> On-site
COMPASS used for storing reading, writing and mathematics assessment data	<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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants COMPASS	<input checked="" type="checkbox"/> On-site

One documented reading conference per student	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Two documented reading conferences per five week cycle per student	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Learning Walk - reading conferences and HITS	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Learning Walks - differentiated learning groups and HITS - reading, writing, mathematics	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 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"/> 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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Peer observations - one per five week cycle (reading conferences, HITS)	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Deliver HITS & instructional model professional learning	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Professional Learning - F & P	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Draft design guide for learning in flexible learning spaces	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PVSPS Conversations once per term	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Learning to learn, learning to be program	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish SWPB team	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

2019 SWPB implementation plan developed	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Expected academic and social behaviours are taught directly to all students in classrooms/learning areas and other locations (eg toilets, yard)	<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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Flowchart for addressing leadership managed, teacher managed behaviours that interfere with academic and social success	<input checked="" type="checkbox"/> All Staff	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site