

2020 Annual Implementation Plan

for improving student outcomes

St Kilda Park Primary School (2460)



Submitted for review by Neil Scott (School Principal) on 08 January, 2020 at 08:45 AM

Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 20 January, 2020 at 11:48 AM

Endorsed by Julia Bunjevac (School Council President) on 22 February, 2020 at 09:57 AM

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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	The clear direction outlined in our Strategic Plan is supported by our self-analysis against the areas of FISO. We have identified a number of areas that our work will address in 2020. Our work on Writing Instruction and challenge in learning will address 'Building Practice Excellence' and a focus on effective teams and building the capacity of middle leaders as instructional leaders addresses 'Building Leadership Teams'. Underpinning this is a focus on Student Agency in learning that talks to 'Empowering Students'.
Considerations for 2020	We feel that the direction embarked upon in the first two years of our strategic plan in 2018 and 2019 were the correct ones to bring about sustained school improvement. The groundwork has been laid in many areas for us to continue on this track in 2020. We feel a whole-school focus on growth mindset, challenge and feedback, supported by external expertise in the form of Challenging Learning, is a long term project that will bring about cultural changes in the way that our students and staff view learning and success. This work will underpin and draw together the additional focus on Writing instruction, student voice and agency in learning and improved collaboration and data analysis by teams. We feel that the implementation of ongoing reporting and a more outwards looking approach to our message of challenge and growth will

	better engage our wider community and allow them to support us in a shift from a focus on attainment to a focus on progress in learning.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To ensure that every student makes a minimum of 12 months learning growth in literacy and numeracy each year.
Target 1.1	<ol style="list-style-type: none"> 1. The proportion of students in the top 2 bands of NAPLAN in Reading, Writing and Numeracy will be maintained from year 3 to year 5. 2. Relative Learning Growth for NAPLAN Writing and Numeracy will be at or above that for similar schools. 3. The learning growth for students in Reading, Writing and Number will be a minimum of 1 Victorian Curriculum level each year as measured by teacher judgement. 4. The percentage positive response on the Student Attitude to School Survey will increase for; <ol style="list-style-type: none"> a. Differentiated Learning Challenge, b. Stimulated Learning, Motivation and Interest, c. Self-Regulation and Goal Setting, d. Student Voice and Agency
Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to ensure learning growth for all students in Writing.
Goal 2	To strengthen the partnership with the school community to achieve expected learning growth for all students.
Target 2.1	<p>Improved Parent Opinion survey data for;</p> <ol style="list-style-type: none"> a. School improvement, b. Teacher communication, c. Effective Teaching d. General Satisfaction.

	The average absence days will be at or less than similar schools.
Key Improvement Strategy 2.a Parents and carers as partners	Develop a shared and common understanding of a growth mindset and the potential impact for student learning with the 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
<p>To ensure that every student makes a minimum of 12 months learning growth in literacy and numeracy each year.</p>	<p>Yes</p>	<ol style="list-style-type: none"> 1. The proportion of students in the top 2 bands of NAPLAN in Reading, Writing and Numeracy will be maintained from year 3 to year 5. 2. Relative Learning Growth for NAPLAN Writing and Numeracy will be at or above that for similar schools. 3. The learning growth for students in Reading, Writing and Number will be a minimum of 1 Victorian Curriculum level each year as measured by teacher judgement. 4. The percentage positive response on the Student Attitude to School Survey will increase for; <ol style="list-style-type: none"> a. Differentiated Learning Challenge, b. Stimulated Learning, Motivation and Interest, c. Self-Regulation and Goal Setting, d. Student Voice and Agency 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2020, 96% of students will make at least one Victorian Curriculum level progress in Reading as measured by teacher judgement. In writing this will be 95%. In Number this will be 95%.</p> <p>The percentage of students who remain in the top two NAPLAN bands from our 2018 Year 3 data to our 2020 Year 5 data will be; Reading: 80% Writing: 50% Number: 75%</p> <p>Relative Learning Growth for NAPLAN Writing and Numeracy will be at or above that for similar schools</p> <p>The percentage positive response on the Student Attitude to School Survey will increase from 2019 in; Differentiated Learning Challenge, Stimulated Learning, Motivation and Interest,</p>

			Self-Regulation and Goal Setting, Student Voice and Agency
To strengthen the partnership with the school community to achieve expected learning growth for all students.	Yes	Improved Parent Opinion survey data for; <ul style="list-style-type: none"> a. School improvement, b. Teacher communication, c. Effective Teaching d. General Satisfaction. <p>The average absence days will be at or less than similar schools.</p>	Improved Parent Opinion survey data for; School improvement, Teacher communication, Effective Teaching General Satisfaction. The average absence days will be fewer than in 2019

Goal 1	To ensure that every student makes a minimum of 12 months learning growth in literacy and numeracy each year.
12 Month Target 1.1	<p>In 2020, 96% of students will make at least one Victorian Curriculum level progress in Reading as measured by teacher judgement. In writing this will be 95%. In Number this will be 95%.</p> <p>The percentage of students who remain in the top two NAPLAN bands from our 2018 Year 3 data to our 2020 Year 5 data will be; Reading: 80% Writing: 50% Number: 75%</p> <p>Relative Learning Growth for NAPLAN Writing and Numeracy will be at or above that for similar schools</p> <p>The percentage positive response on the Student Attitude to School Survey will increase from 2019 in; Differentiated Learning Challenge, Stimulated Learning,</p>

	Motivation and Interest, Self-Regulation and Goal Setting, Student Voice and Agency	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to ensure learning growth for all students in Writing.	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.	Throughout our current SSP, we have invested significant time and energy into the capacity of teachers to understand and ensure learning growth, particularly in writing. This has led to some encouraging results in NAPLAN in 2019 but remains an area of focus so that the changes introduced can be consolidated. Our data reflects national trends in that the 'drop-off' of students operating in the top two NAPLAN bands between years 3 and 5 is significant. We want to ensure our teachers are passionate and skilled teachers of writing and communicate to students what good writers do and embed a love of the craft of writing. We want our students to understand how to build complexity in their writing as they progress through the school.	
Goal 2	To strengthen the partnership with the school community to achieve expected learning growth for all students.	
12 Month Target 2.1	Improved Parent Opinion survey data for; School improvement, Teacher communication, Effective Teaching General Satisfaction. The average absence days will be fewer than in 2019	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Parents and carers as partners	Develop a shared and common understanding of a growth mindset and the potential impact for student learning with the school community.	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.

The school identified through our last review that that students and families do not see our school as a 'highly challenging' environment, despite our excellent academic results. This led to us wanting to develop a greater understanding and mindset in our learners to identify and seek out challenge and to articulate their learning and progress made. This has led to some great work in the last two years working alongside George Telford to develop growth mindset as a key feature of our school and a staff-developed 'language of learning'. In 2020, we are looking forward to continuing to embed this work and bring our whole school community on this journey.

Define Actions, Outcomes and Activities

Goal 1	To ensure that every student makes a minimum of 12 months learning growth in literacy and numeracy each year.
12 Month Target 1.1	<p>In 2020, 96% of students will make at least one Victorian Curriculum level progress in Reading as measured by teacher judgement. In writing this will be 95%. In Number this will be 95%.</p> <p>The percentage of students who remain in the top two NAPLAN bands from our 2018 Year 3 data to our 2020 Year 5 data will be; Reading: 80% Writing: 50% Number: 75%</p> <p>Relative Learning Growth for NAPLAN Writing and Numeracy will be at or above that for similar schools</p> <p>The percentage positive response on the Student Attitude to School Survey will increase from 2019 in; Differentiated Learning Challenge, Stimulated Learning, Motivation and Interest, Self-Regulation and Goal Setting, Student Voice and Agency</p>
KIS 1 Building practice excellence	Build teacher capacity to ensure learning growth for all students in Writing.
Actions	<p>Continue to develop a shared and common understanding of our SKiPPS 'Language of Learning', focussing on the use of Learning Intentions, Success Criteria and Feedback.</p> <p>Further develop the data literacy of staff to analyse and utilise data to plan for point of need student learning and to monitor learning growth.</p> <p>Build student agency with a focus on developing their capacity to articulate and reflect on learning.</p> <p>Develop teacher capacity to provide targeted feedback through writing conferencing and goal setting.</p> <p>Develop the capacity of teachers in year level teams to work collaboratively.</p> <p>Develop a consistent whole-school approach to Social and Emotional learning, revisit our Restorative Practices approach and build our understanding and use of the Respectful Relationships model.</p>

<p>Outcomes</p>	<p>Students: participate in regular writing conferences to reflect upon their progress in writing. articulate what they are learning, why and how they can be successful share their learning growth with parents/carers, provide feedback to self and peers based on learning intentions and success criteria use high-quality mentor texts to build an understanding, appreciation and enthusiasm for the craft of writing regularly use the SKiPPS 'Language of Learning' incidentally within the classroom</p> <p>Teachers: participate in regular writing conferences to provide feedback and identify progress in writing regularly use learning intentions and success criteria in their teaching working collaboratively as part of a team to moderate, discuss and plan relevant learning build and use a bank of high-quality mentor texts to build an understanding, appreciation and enthusiasm for the craft of writing continue to embed and encourage the SKiPPS 'Language of Learning' incidentally within the classroom through teacher commentary regularly involve students in sharing work samples and commentary with parents via Seesaw and writing displays</p> <p>Leaders: establish high expectations for all provide professional development and support to teachers model expected strategies around conferencing and the use of LI and SC consistent vision articulated to staff, students and the wider community that links all actions to our strategic priorities celebrate and share achievement in writing with the wider community - assemblies, newsletters. support staff to conference in writing, co-creating writing goals and sharing this on Seesaw model the SKiPPS 'Language of Learning'</p> <p>Community: get to regularly hear and read student work through assemblies, displays, newsletter and Seesaw understand their child's learning progress and how to support their future learning support the SKiPPS 'Language of Learning'</p>
<p>Success Indicators</p>	<ul style="list-style-type: none"> - writing is highly visible around the school - displays, newsletters, assemblies - all spaces have a writing display to share and celebrate the writing process, the growth in writing that is taking place and to celebrate published work - increased amounts of work is shared on Seesaw to document the writing process and student growth - Learning Intentions and Success Criteria are visible in learning spaces and planning documentation - students will be able to articulate their learning intentions and success criteria in informal discussions on learning walks

- evidence of peer and self assessment and provision of feedback to each other linked to learning intentions and success criteria
- evidence of writing moderation within teams against external writing samples

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Assembly, newsletter and classroom and whole school displays to showcase student writing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Expand use of Seesaw for sharing of student learning to parents. provide regular opportunities for staff to share their use and learn about the different ways to involve students effectively in the process.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,625.00 <input type="checkbox"/> Equity funding will be used
Professional Development on Learning Intentions and Success Criteria. George Telford Curriculum Day 13th March. Follow up staff PD throughout terms terms 1 and 2.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$11,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Termly peer observation and learning walk schedule with focus on Writing Conferencing	<input checked="" type="checkbox"/> Leadership Team <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
Curriculum day and professional development on writing conferencing	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Teacher(s)			
Development of mentor text resources and classroom libraries	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Professional development on Respectful Relationships and creation of a whole school SEL overview to provide an understanding of how we teach and follow up in a range of areas linked to student wellbeing (sex education, cyber safety, anti-bullying).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Refresher PD on Restorative Practices.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Continued professional development on use of assessment tools and effective data triangulation to increase the accuracy of teacher judgements.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Identification of priority cohort - those students achieving in the top two bands in Year 3 NAPLAN and creation of an action plan to target their continued growth to provide them with the best chance of maintaining this in Year 5.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Identify a leader in student voice and agency and explore the Pivot system for gathering and sharing student feedback for teachers.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,500.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Goal 2	To strengthen the partnership with the school community to achieve expected learning growth for all students.			
12 Month Target 2.1	<p>Improved Parent Opinion survey data for; School improvement, Teacher communication, Effective Teaching General Satisfaction.</p> <p>The average absence days will be fewer than in 2019</p>			
KIS 1 Parents and carers as partners	Develop a shared and common understanding of a growth mindset and the potential impact for student learning with the school community.			
Actions	<p>Work closely with the community to develop a shared and common understanding of the concepts of growth mindset, challenge and feedback.</p> <p>Expand continuous reporting to provide timely and detailed information on student progress</p>			
Outcomes	<p>Students participate in regular writing conferences to reflect upon their progress in writing and share their learning growth with parents/carers articulate an understanding of our SKiPPS Language of Learning and demonstrate this in their learning asking questions of teachers make choices in their learning that are challenging for them identify work samples and share these with parents via Seesaw to demonstrate their growth in learning</p> <p>Teachers common use of language and modelling around learning and growth mindset through specific feedback and challenge use of learning intentions and success criteria with students have a differentiated approach to teaching that provides challenge for all provide opportunities for parents to take part in the learning process through open afternoons and learning showcases regularly involve students in sharing work samples and commentary with parents via Seesaw and writing displays</p> <p>Leaders</p>			

	<p>lead discussions with staff, students and parents to further embed the concept underpinning the Language of Learning use assemblies and share newsletter articles on the concepts around the Language of Learning provide PD around Learning Intentions and Success Criteria and a clear model of progress for our Seesaw reporting.</p> <p>Community engage with Seesaw to understand their child's learning reinforce messages, attitudes and behaviours around the SKiPPS 'Language of Learning'.</p>			
Success Indicators	<ul style="list-style-type: none"> - can articulate the progress they have made this year - students are involved in the selection and reflection of work samples shared to Seesaw - students are taking risks in their learning and experiencing failure - improved Student Attitudes to School survey data - improved Parent Opinion survey data - Reduced number of absences per student when compared with 2019 - Reduced number of late arrivals when compared with 2019 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Increase the visibility of our values in the school - whole-school displays in the quadrangle, communication with parents and a clearer link between our Language of Learning and our values	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Communicate our expanded use of Seesaw with the wider community to encourage greater interaction. Explore Seesaw blog as a way to increase traffic onto the site.	<input checked="" type="checkbox"/> Leadership Team <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
Assemblies and shared communications to keep the ideas of the Language of Learning in the forefront of the school community.	<input checked="" type="checkbox"/> Leadership Team <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

Review, consolidate and streamline our communication channels to reduce the current confusion and overload of different systems being used. This process to be led by Education Sub-Committee and School Council.	<input checked="" type="checkbox"/> Assistant Principal <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
Parent information night led by George Telford.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Additional parent information night linked to our expanded focus on student wellbeing - possibly Susan McLean	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Open afternoons to invite parents in to celebrate and get involved in the process of learning.	<input checked="" type="checkbox"/> Leadership Team <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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$12,000.00	\$8,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$12,000.00	\$8,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional Development on Learning Intentions and Success Criteria. George Telford Curriculum Day 13th March. Follow up staff PD throughout terms terms 1 and 2.	from: Term 1 to: Term 2		\$11,000.00	\$8,000.00
Increase the visibility of our values in the school - whole-school displays in the quadrangle, communication with parents and a clearer link between our Language of Learning and our values	from: Term 1 to: Term 4		\$1,000.00	\$0.00
Totals			\$12,000.00	\$8,000.00

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
Expand use of Seesaw for sharing of student learning to parents. provide regular opportunities for staff to share their use and learn about the different ways to involve students effectively in the process.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	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"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Professional Development on Learning Intentions and Success Criteria. George Telford Curriculum Day 13th March. Follow up staff PD throughout terms terms 1 and 2.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants George Telford	<input checked="" type="checkbox"/> On-site
Termly peer observation and learning walk schedule with focus on Writing Conferencing	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and 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"/> On-site
Curriculum day and professional development on writing conferencing	<input checked="" type="checkbox"/> Leadership Team <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"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)					
Professional development on Respectful Relationships and creation of a whole school SEL overview to provide an understanding of how we teach and follow up in a range of areas linked to student wellbeing (sex education, cyber safety, anti-bullying).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	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"/> Departmental resources Respectful Relationships Team	<input checked="" type="checkbox"/> On-site
Refresher PD on Restorative Practices.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants TBC	<input checked="" type="checkbox"/> On-site
Continued professional development on use of assessment tools and effective data triangulation to increase the accuracy of teacher judgements.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Identification of priority cohort - those students achieving in the top two bands in Year 3 NAPLAN and creation of an action plan to target their continued growth to provide	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

them with the best chance of maintaining this in Year 5.						
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