# 2019 Annual Implementation Plan
## for improving student outcomes

Rosanna Primary School (4568)

Submitted for review by Heather McIntosh (School Principal) on 30 January, 2019 at 05:02 PM
Endorsed by Silvana Sena (Senior Education Improvement Leader) on 14 February, 2019 at 11:48 AM
Endorsed by Katrina Watson (School Council President) on 14 February, 2019 at 12:34 PM

# Self-evaluation Summary - 2019

| | FISO Improvement Model Dimensions<br>The 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
|---|---|---|
| **Excellence in teaching and learning** | Building practice excellence | Embedding |
| | Curriculum planning and assessment | Evolving |
| | Evidence-based high-impact teaching strategies | Evolving moving towards Embedding |
| | Evaluating impact on learning | |

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|---|---|---|
| **Professional leadership** | Building leadership teams | Embedding |
| | Instructional and shared leadership | Embedding |
| | Strategic resource management | |
| | Vision, values and culture | |

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

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

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| **Enter your reflective comments** | There has been an increase in progress in improvement initiatives this year particularly in the area of school pride and student voice. As the cycle of the 4 year Strategic Plan draws to an end we look forward to a thorough reflection in the School Review in 2019. |
| **Considerations for 2020** | Focus on deeper investigation into ATSS data for boys. Maintain a focus on vulnerable individual students with Individual Learning plans and engagement with external providers, particularly in the area of Social and Emotional wellbeing. |
| **Documents that support this plan** | |

# SSP Goals Targets and KIS

| Goal 1 | To develop curious lifelong learners with strong academic skills in Literacy and Numeracy. |
|---|---|
| Target 1.1 | NAPLAN relative growth scores measuring learning gain from year 3 to 5 will be above state means in the high growth category and below state means in the low growth category. |
| Target 1.2 | For matched cohorts of students (yr3-yr5), the percentage of students in the top two NAPLAN bands in yr5 will draw closer to the percentage of students in the top two bands in yr3 from two years prior. |
| Target 1.3 | Consistent whole school planning documentation emphasising inquiry and aligned with Victorian Curriculum. |
| **Key Improvement Strategy 1.a** Curriculum planning and assessment | Complete writing moderation document. |
| **Key Improvement Strategy 1.b** Curriculum planning and assessment | Develop consistent Writers Notebook program across the school |
| Goal 2 | To increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking. |
| Target 2.1 | Student motivation scores on the attitudes to school survey will progressively move closer to or be in the fourth quartile in four years' time. |
| **Key Improvement Strategy 2.a** | Engage with Inquiry Learning expert, Jeni Wilson, to build on current practice. |

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|---|---|
| Building practice excellence | |
| **Key Improvement Strategy 2.b**<br>Building practice excellence | Teaching staff set PDP goals relating to the curriculum framework for Inquiry Learning. |
| **Key Improvement Strategy 2.c**<br>Curriculum planning and assessment | Area teams develop and trial Inquiry Learning units within the whole school framework. |
| **Goal 3** | To develop an authentic student voice within the school. |
| **Target 3.1** | Learning confidence scores on the Attitudes to School Survey will progressively move closer to or be in the fourth quartile in four years' time. |
| **Target 3.2** | School connectedness scores on the Attitudes to School Survey will progressively move closer to or be in the fourth quartile in four years' time. |
| **Target 3.3** | To create or identify a tool to measure student voice in the school and to show growth in that data over the four year period. |
| **Key Improvement Strategy 3.a**<br>Empowering students and building school pride | Develop Learning Protocols as part of the Curiosity and Powerful Learning CoP plan to build student capacity to engage with their own learning with high expectations and learning confidence. |
| **Key Improvement Strategy 3.b**<br>Empowering students and building school pride | Embed learning protocols into all classroom learning and build opportunities for student-directed learning, goal setting and reflection. |

| Goal 4 | To maintain the wellbeing of all students, staff and members of the school community. |
|---|---|
| **Target 4.1** | To maintain the current levels of student satisfaction on the Student Attitude to School Survey as measured by each of the mean factor scores related to *Student Relationships* and *Wellbeing* for 2015. |
| **Target 4.2** | Student morale and classroom behaviour scores on the attitudes to school survey will progressively move closer to or be in the fourth quartile in four years' time. |
| **Target 4.3** | Maintain the overall score in school climate in the staff opinion survey above the state mean. |
| **Target 4.4** | Improve data on the 'School Safety and Wellbeing' module from year 1 to year 4 of the strategic plan. |
| **Key Improvement Strategy 4.a** Empowering students and building school pride | Monitor whole school wellbeing data including Student Attitude to School survey data and Parent and Staff Opinion Surveys. |
| **Key Improvement Strategy 4.b** Empowering students and building school pride | Implement the school staff safety and wellbeing module of the staff opinion survey to gather baseline data on staff wellbeing |

# Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target<br><br>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
|---|---|---|---|
| To develop curious lifelong learners with strong academic skills in Literacy and Numeracy. | Yes | NAPLAN relative growth scores measuring learning gain from year 3 to 5 will be above state means in the high growth category and below state means in the low growth category. | NAPLAN relative growth scores will be above 25% in the high growth category and below 25% in the low growth category. |
| | | For matched cohorts of students (yr3-yr5), the percentage of students in the top two NAPLAN bands in yr5 will draw closer to the percentage of students in the top two bands in yr3 from two years prior. | For matched cohorts of students (yr3-yr5), the percentage in the top two NAPLAN bands in yr5 will draw closer to the percentage of students in the top two bands in yr3 from two years prior |
| | | Consistent whole school planning documentation emphasising inquiry and aligned with Victorian Curriculum. | The Staff Opinion Survey for 'Collaborate to scaffold student learning' and 'Collaborate to plan curriculum' have more than 80% positive endorsement. |
| To increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking. | Yes | Student motivation scores on the attitudes to school survey will progressively move closer to or be in the fourth quartile in four years' time. | Student motivation scores for boys will increase from 2018 levels (2018 - 68%). |

| | | Learning confidence scores on the Attitudes to School Survey will progressively move closer to or be in the fourth quartile in four years' time. | Learning Confidence scores will be above the 50th percentile. |
|---|---|---|---|
| | | School connectedness scores on the Attitudes to School Survey will progressively move closer to or be in the fourth quartile in four years' time. | School Connectedness scores for boys will increase from 2018 levels (2018 - 70%). |
| | | To create or identify a tool to measure student voice in the school and to show growth in that data over the four year period. | AtoS survey factor Student Voice and Agency improve to 65% overall positive endorsement. |
| | | To maintain the current levels of student satisfaction on the Student Attitude to School Survey as measured by each of the mean factor scores related to *Student Relationships* and *Wellbeing* for 2015. | |
| | | Student morale and classroom behaviour scores on the attitudes to school survey will progressively move closer to or be in the fourth quartile in four years' time. | |
| | | Maintain the overall score in school climate in the staff opinion survey above the state mean. | |

| | | Improve data on the 'School Safety and Wellbeing' module from year 1 to year 4 of the strategic plan. | |
|---|---|---|---|

| **Goal 1** | To develop curious lifelong learners with strong academic skills in Literacy and Numeracy. |
|---|---|
| **12 Month Target 1.1** | NAPLAN relative growth scores will be above 25% in the high growth category and below 25% in the low growth category. |
| **12 Month Target 1.2** | For matched cohorts of students (yr3-yr5), the percentage in the top two NAPLAN bands in yr5 will draw closer to the percentage of students in the top two bands in yr3 from two years prior |
| **12 Month Target 1.3** | The Staff Opinion Survey for 'Collaborate to scaffold student learning' and 'Collaborate to plan curriculum' have more than 80% positive endorsement. |

| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
|---|---|---|
| **KIS 1**<br>Curriculum planning and assessment | Complete writing moderation document. | Yes |
| **KIS 2**<br>Curriculum planning and assessment | Develop consistent Writers Notebook program across the school | 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. | Work around the development of a whole school writing program is well underway and the finalisation of the moderation documentation will complete this work. The teaching and learning program has become more consistent throughout 2018 and with a collaboratively constructed moderation document, consistency will also be built in assessment. | |
| **Goal 2** | To increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking. | |

| 12 Month Target 2.1 | Student motivation scores for boys will increase from 2018 levels (2018 - 68%). | |
|---|---|---|
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**<br>Building practice excellence | Engage with Inquiry Learning expert, Jeni Wilson, to build on current practice. | Yes |
| **KIS 2**<br>Building practice excellence | Teaching staff set PDP goals relating to the curriculum framework for Inquiry Learning. | Yes |
| **KIS 3**<br>Curriculum planning and assessment | Area teams develop and trial Inquiry Learning units within the whole school framework. | No |
| 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. | Over the course of the 4 years of this Strategic Plan the practice of teaching Inquiry Learning has been enhanced significantly. There is now consistent planning documentation, increased teacher confidence and capacity and a well established program which is embedded in the learning for all students. We will continue to work with Inquiry Learning expert, Jeni Wilson to refine teacher skills in assessment and evaluation in the Inquiry Learning process. This goal is strongly linked with the goal of enhancing student voice and agency and will be supported by the work around Learning Protocols. | |
| **Goal 3** | To develop an authentic student voice within the school. | |
| **12 Month Target 3.1** | Learning Confidence scores will be above the 50th percentile. | |
| **12 Month Target 3.2** | School Connectedness scores for boys will increase from 2018 levels (2018 - 70%). | |
| **12 Month Target 3.3** | AtoS survey factor Student Voice and Agency improve to 65% overall positive endorsement. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |

| **KIS 1**<br>Empowering students and building school pride | Develop Learning Protocols as part of the Curiosity and Powerful Learning CoP plan to build student capacity to engage with their own learning with high expectations and learning confidence. | Yes |
|---|---|---|
| **KIS 2**<br>Empowering students and building school pride | Embed learning protocols into all classroom learning and build opportunities for student-directed learning, goal setting and reflection. | 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. | Work with Learning Labs this year has seen the initial construction of a prototype for collaborating with students to define Learning Protocols. This work has come from our engagement with the Curiosity and Powerful Learning strategy. This work will continue on a broader whole school scale in 2019 with a view to consistent protocols being embedded throughout the school by the end of 2019. | |

# Define Actions, Outcomes and Activities

| Goal 1 | To develop curious lifelong learners with strong academic skills in Literacy and Numeracy. |
|---|---|
| 12 Month Target 1.1 | NAPLAN relative growth scores will be above 25% in the high growth category and below 25% in the low growth category. |
| 12 Month Target 1.2 | For matched cohorts of students (yr3-yr5), the percentage in the top two NAPLAN bands in yr5 will draw closer to the percentage of students in the top two bands in yr3 from two years prior |
| 12 Month Target 1.3 | The Staff Opinion Survey for 'Collaborate to scaffold student learning' and 'Collaborate to plan curriculum' have more than 80% positive endorsement. |
| KIS 1<br>Curriculum planning and assessment | Complete writing moderation document. |
| Actions | Literacy team to provide Professional Learning for whole staff in the use of moderation document.<br>PLTs use and reflect upon draft moderation Document and refine to finished document by end of 2019<br>Teachers regularly review and update learning programs in line with school curriculum plans – (Practice Principles, 4.3) |
| Outcomes | Consistent use of documentation.<br>Consistent teacher judgement of student learning.<br>Common language used among teacher regarding writing assessment |
| Success Indicators | Improved achievement levels in writing across the school<br>A set of annotated work samples to accompany writing moderation document. |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Moderation document complete by mid term 2. | ☑ Literacy Leader | ☑ PLP Priority | from:<br>Term 1 | $1,200.00 |

| | | | to:<br>Term 2 | ☑ Equity funding will be used |
|---|---|---|---|---|
| PLT meeting time scheduled in term 2 for writing moderation. | ☑ Leadership Team | ☑ PLP Priority | from:<br>Term 2<br>to:<br>Term 2 | $0.00<br><br>☐ Equity funding will be used |
| Literacy T&L team meeting time utilized for moderation document in term 1 | ☑ Literacy Leader | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | $200.00<br><br>☑ Equity funding will be used |

| KIS 2<br>Curriculum planning and assessment | Develop consistent Writers Notebook program across the school |
|---|---|
| **Actions** | Provide whole staff Professional Learning in Writers notebook.<br>Include the implementation of Writers Notebook practices in planning documentation.<br>Teachers regularly review and update learning programs in line with school curriculum plans – (Practice Principles, 4.3) |
| **Outcomes** | An increase in authorial voice in student writing and an opportunity for students to build creativity and individual choice within the writing program. |
| **Success Indicators** | Student work samples.<br>Planning Documentation showing planning for Writers Notebook<br>Student goals and reflections on learning in writing. |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Whole staff Professional Learning in Writers Notebook | ☑ Leading Teacher(s)<br>☑ Literacy Leader | ☑ PLP Priority | from:<br>Term 1 | $800.00 |

| | ☑ Principal | | to:<br>Term 1 | ☑ Equity funding will be used |
|---|---|---|---|---|
| Writers Notebook activities introduces in school startup program. | ☑ Student(s)<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | $300.00<br><br>☐ Equity funding will be used |
| Reflection on Success of Writers Notebook program | ☑ Student(s)<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 2 | $0.00<br><br>☐ Equity funding will be used |

| **Goal 2** | To increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking. |
|---|---|
| **12 Month Target 2.1** | Student motivation scores for boys will increase from 2018 levels (2018 - 68%). |
| **KIS 1**<br>Building practice excellence | Engage with Inquiry Learning expert, Jeni Wilson, to build on current practice. |
| **Actions** | Professional Learning with Jeni Wilson will focus on assessment and evaluation of Inquiry Skills and attitudes.<br>Staff will build common assessment strategies into their practice in Inquiry Learning. |
| **Outcomes** | More accurate understanding of student achievement in inquiry Learning with a focus on motivation and, in particular, the engagement of boys in self directed learning. |
| **Success Indicators** | Planning documentation reflecting assessment tools and strategies<br>Student reflections and self evaluation<br>Improved ATSS data, particularly for boys |

| **Activities and Milestones** | **Who** | **Is this a PL Priority** | **When** | **Budget** |
|---|---|---|---|---|

| Half day PL with Jeni Wilson prioritizing assessment for Inquiry Learning | ☑ Leading Teacher(s) ☑ Teacher(s) | ☑ PLP Priority | from: Term 1 to: Term 1 | $1,500.00 ☑ Equity funding will be used |
|---|---|---|---|---|
| Inquiry Planning Documentation to include specific assessment strategies | ☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 2 | $0.00 ☐ Equity funding will be used |
| Jeni Wilson employed to work with team planning for Inquiry Learning | ☑ Leading Teacher(s) ☑ Teacher(s) | ☑ PLP Priority | from: Term 1 to: Term 2 | $1,500.00 ☑ Equity funding will be used |

| KIS 2 Building practice excellence | Teaching staff set PDP goals relating to the curriculum framework for Inquiry Learning. |
|---|---|
| **Actions** | Teaching Staff continue to set PDP goals for Inquiry Learning especially around assessment and engagement Teachers design learning programs to explicitly build deep levels of thinking and application - Practice Principles 5.1 Teachers support students to be reflective, questioning and self-monitoring - Practice Principles 5.3 |
| **Outcomes** | Teachers develop a stronger capacity for assessment and evaluation in Inquiry and understanding of student learning and engagement in this process. |
| **Success Indicators** | PDP goals achieved Student reflections Inquiry Learning assessment data Inquiry Learning planning documentation |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|

| Completion of PDP goals for Inquiry Learning | ☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 1 | $0.00 ☐ Equity funding will be used |
|---|---|---|---|---|
| Development of Inquiry Learning Planners | ☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 2 | $0.00 ☐ Equity funding will be used |

| **Goal 3** | To develop an authentic student voice within the school. |
|---|---|
| **12 Month Target 3.1** | Learning Confidence scores will be above the 50th percentile. |
| **12 Month Target 3.2** | School Connectedness scores for boys will increase from 2018 levels (2018 - 70%). |
| **12 Month Target 3.3** | AtoS survey factor Student Voice and Agency improve to 65% overall positive endorsement. |
| **KIS 1** Empowering students and building school pride | Develop Learning Protocols as part of the Curiosity and Powerful Learning CoP plan to build student capacity to engage with their own learning with high expectations and learning confidence. |
| **Actions** | Cross-school Learning Labs team established and active in working with student leaders to implement whole school prototype for Learning protocols. Train student to conduct peer consultation. Teachers co-design opportunities for students to exercise authentic agency in their own learning - Practice Principles 3.1 |
| **Outcomes** | Students empowered to work with peers. Common language evident (students and staff) to describe deep learning Staff understanding of deep learning and the actions required by both students and teachers to facilitate this. |
| **Success Indicators** | Contributions to Learning Labs regional collaborative website. Students engaging in peer consultation around Learning Protocols Student Leaders increased skills in collating data. |

| | Documentation of Learning Protocols<br>Students complete peer consultation. |
|---|---|

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Participation in Learning Labs webinars | ☑ Assistant Principal<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | $0.00<br><br>☐ Equity funding will be used |
| Publication of document | ☑ Assistant Principal<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 2 | $200.00<br><br>☑ Equity funding will be used |
| Student consultation process | ☑ Assistant Principal<br>☑ Student(s)<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | $1,500.00<br><br>☐ Equity funding will be used |

| KIS 2<br>Empowering students and building school pride | Embed learning protocols into all classroom learning and build opportunities for student-directed learning, goal setting and reflection. |
|---|---|
| **Actions** | Professional Learning for teachers on Learning Protocols document<br>Team planning around use of protocols in classrooms<br>reflection on use of protocols<br>Teachers co-design opportunities for students to exercise authentic agency in their own learning - Practice Principles 3.1 |

| Outcomes | Consistent language around deep learning protocols and behaviors<br>All classrooms using Learning protocols to direct deep learning.<br>Students engaging in goal setting and reflection on deep learning. |
|---|---|
| Success Indicators | Student able to articulate thinking and learning<br>Teachers able to embed Learning protocols in planning<br>improved student learning outcomes across the curriculum |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Professional Learning for staff around Learning Protocols | ☑ Teacher(s) | ☑ PLP Priority | from: Term 2 to: Term 2 | $400.00<br><br>☑ Equity funding will be used |
| Students present work to School Council | ☑ Assistant Principal<br>☑ Student(s) | ☐ PLP Priority | from: Term 2 to: Term 2 | $0.00<br><br>☐ Equity funding will be used |

# Equity Funding Planner

## Equity Spending Totals

| Category | Total proposed budget ($) | Spend ($) |
|---|---|---|
| Equity funding associated with Activities and Milestones | $5,800.00 | $5,800.00 |
| Additional Equity funding | $31,324.80 | $31,324.80 |
| **Grand Total** | $37,124.80 | $37,124.80 |

## Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget ($) | Equity Spend ($) |
|---|---|---|---|---|
| Moderation document complete by mid term 2. | from:<br>Term 1<br>to:<br>Term 2 | ☑ CRT | $1,200.00 | $1,200.00 |
| Literacy T&L team meeting time utilized for moderation document in term 1 | from:<br>Term 1<br>to:<br>Term 2 | ☑ Teaching and learning programs and resources | $200.00 | $200.00 |
| Whole staff Professional Learning in Writers Notebook | from:<br>Term 1<br>to:<br>Term 1 | ☑ CRT | $800.00 | $800.00 |
| Half day PL with Jeni Wilson prioritizing assessment for Inquiry Learning | from:<br>Term 1<br>to:<br>Term 1 | ☑ Professional development (excluding CRT costs and new FTE) | $1,500.00 | $1,500.00 |

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|---|---|---|---|---|
| Jeni Wilson employed to work with team planning for Inquiry Learning | from: Term 1 to: Term 2 | ☑ Professional development (excluding CRT costs and new FTE) | $1,500.00 | $1,500.00 |
| Publication of document | from: Term 2 to: Term 2 | ☑ Teaching and learning programs and resources | $200.00 | $200.00 |
| Professional Learning for staff around Learning Protocols | from: Term 2 to: Term 2 | ☑ CRT | $400.00 | $400.00 |
| **Totals** | | | $5,800.00 | $5,800.00 |

## Additional Equity spend

| Outline here any additional Equity spend for 2019 | When | Category | Total proposed budget ($) | Equity Spend ($) |
|---|---|---|---|---|
| Additional Equity expenditure will focus on staffing Student Support Groups for additional needs students | from: Term 1 to: Term 4 | ☑ CRT | $4,800.00 | $4,800.00 |
| Additional Education Support staff for non-funded high needs students | from: Term 1 to: Term 4 | ☑ School-based staffing | $8,000.00 | $8,000.00 |
| Contribution to Assistant Principal's salary for management of welfare and wellbeing program. | from: Term 1 to: Term 4 | ☑ School-based staffing | $18,124.80 | $18,124.80 |

| | | | | |
|---|---|---|---|---|
| Professional Learning release for teacher training in Lookout program | from: Term 1 to: Term 4 | ☑ CRT | $400.00 | $400.00 |
| **Totals** | | | **$31,324.80** | **$31,324.80** |

# Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|---|---|---|---|---|---|
| Moderation document complete by mid term 2. | ☑ Literacy Leader | from: Term 1 to: Term 2 | ☑ Moderated assessment of student learning | ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting | ☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders | ☑ On-site |
| PLT meeting time scheduled in term 2 for writing moderation. | ☑ Leadership Team | from: Term 2 to: Term 2 | ☑ Moderated assessment of student learning | ☑ PLC/PLT Meeting | ☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders | ☑ On-site |
| Literacy T&L team meeting time utilized for moderation document in term 1 | ☑ Literacy Leader | from: Term 1 to: Term 2 | ☑ Planning ☑ Design of formative assessments | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders | ☑ On-site |
| Whole staff Professional Learning in Writers Notebook | ☑ Leading Teacher(s) ☑ Literacy Leader ☑ Principal | from: Term 1 to: Term 1 | ☑ Planning ☑ Curriculum development | ☑ Whole School Pupil Free Day | ☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders | ☑ On-site |
| Half day PL with Jeni Wilson prioritizing assessment for Inquiry Learning | ☑ Leading Teacher(s) ☑ Teacher(s) | from: Term 1 to: Term 1 | ☑ Planning ☑ Design of formative assessments ☑ Curriculum development | ☑ Whole School Pupil Free Day | ☑ External consultants Jeni Wilson | ☑ On-site |

| | | | | | | |
|---|---|---|---|---|---|---|
| Jeni Wilson employed to work with team planning for Inquiry Learning | ☑ Leading Teacher(s)<br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 2 | ☑ Planning<br>☑ Design of formative assessments<br>☑ Curriculum development | ☑ Timetabled Planning Day | ☑ External consultants<br>Jeni Wilson | ☑ On-site |
| Professional Learning for staff around Learning Protocols | ☑ Teacher(s) | from:<br>Term 2<br>to:<br>Term 2 | ☑ Student voice, including input and feedback | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ Internal staff<br>☑ Departmental resources<br>Learning labs | ☑ On-site |