

2019 Annual Implementation Plan

for improving student outcomes

Surrey Hills Primary School (2778)



Submitted for review by Margaret Staley (School Principal) on 12 February, 2019 at 11:50 AM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 12 February, 2019 at 02:54 PM
Endorsed by Tracey Guorgi (School Council President) on 19 February, 2019 at 09:56 AM

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	<p>As a result of completing the self-evaluation process I note that some elements listed as 'evolving' could be 'embedding' when you analyse the criteria for each strand within the element. All teams completed a self-analysis of the FISO-Continua of Practice and the school Improvement/Leadership Team discussed each element.</p> <p>Alignment of all professional learning to the AIP has provided a clear focus of our vision, shared understandings and common language to enable continuous improvement in Excellence in Teaching: Building practice excellence and Curriculum planning and assessment.</p>
Considerations for 2019	<p>PYP and Inquiry – We have completed the first stage of IB acceptance –PYP Feasability Study. We are shifting towards the transdisciplinary themes from the IB PYP program as it is focussed on concept-based inquiry-led learning and challenges students to engage with solution based thinking to take action as they explore local and global issues and opportunities. We saw this as the natural progression from our current Inquiry model which operates on a 2 year inquiry cycle and in 2017 we moved to 6 Units of Inquiry per year. This has also given us the opportunity to realign, refocus and recreate units, opening opportunities to create STEAM skill specific units. STEM/STEAM was our FISO focus.</p> <ul style="list-style-type: none"> • Kidsmatter

	<ul style="list-style-type: none">• Maths curriculum and Professional Development for teachers• STEAM development• Writing focus• Compass• Coaching and mentoring• Professional practise days
Documents that support this plan	

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 improve the achievement and learning growth of all students across the curriculum, with a particular focus on literacy and numeracy.</p>	<p>Yes</p>	<p>NAPLAN Relative growth</p> <p>By 2022 the percentage of students across Years 3–5 (matched cohort) in NAPLAN:</p> <ul style="list-style-type: none"> • Reading assessed as medium and high growth increase from 70% (2018) to be 85% or above. • Numeracy assessed as medium and high growth increase from 80% (2018) to be 85% or above. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Reading assessed as medium and high growth to increase by 5% for matched cohort data. Numeracy assessed as medium and high growth to increase by at least 2% for matched cohort data.</p>
		<p>Teacher Judgements and NAPLAN</p> <ul style="list-style-type: none"> • By 2022, Vic Curriculum data shows a minimum of 1 year's growth improvement for all students each year with a 10% increase in students achieving an A or B. 	<p>Teacher judgements based on Vic curriculum data to show greater than one years growth from baseline data for each student.</p>
		<p>Student opinion</p> <p>By 2022, the percentage of positive endorsement on the AToSS for Years 4-6 for these factors will be:</p> <ul style="list-style-type: none"> • Stimulated learning—75% or above (from 54% in 2018) 	<p>Student positive endorsement on the AToSS will improve by 5% in Stimulated learning; Motivation and interest.</p>

		<ul style="list-style-type: none"> • Differentiated learning challenge—85% or above (from 74% in 2018) • Self-regulation & goal setting - 85% or above (from 78% in 2018) • Motivation & interest - 80% or above (from 67% in 2018) 	
To empower students to be actively engaged in learning and school.	Yes	<p>Student opinion</p> <p>By 2022, the percentage of positive endorsement on the AToSS for Years 4–6 for these factors will be:</p> <ul style="list-style-type: none"> • Student voice and agency—80% or above (from 56% in 2018) • Motivation and interest—80% or above (from 67% in 2018) • Learning confidence—80% or above (from 70% in 2018) 	Student positive endorsement on the AToSS will improve by 5% in Student voice and agency; motivation and confidence.
		<p>Parent opinion</p> <p>By 2022, the percentage of positive endorsement on the Parent Opinion Survey (POS) for these factors will be:</p> <ul style="list-style-type: none"> • Student motivation and support—80% or above (from 62% in 2018) • Student agency and voice—80% or above (from 70% in 2018) 	To increase the percentage of parent responses on the parent opinion survey from 25% 2018 to a minimum of 50% in 2019 (2017 76%).
To continue to foster a positive climate for learning which supports the continued development of	Yes	Student opinion	Student positive endorsement on the AToSS will improve between 5-10% on School connectedness and teacher concern.

students' social and emotional wellbeing.	<p>By 2022, the percentage of positive endorsement on the AToSS for Years 4-6 for these factors will be:</p> <ul style="list-style-type: none"> • Teacher concern—80% or above (from 58% in 2018) • School connectedness—80% or above (from 57% in 2018) • Effective Classroom Behaviour—80% or above (from 69% in 2018) • Respect for diversity—80% or above (from 63% in 2018) 	
	<p>Parent opinion</p> <p>By 2022, the percentage of positive endorsement on the POS for these factors will be:</p> <ul style="list-style-type: none"> • Parent Participation and Involvement—80% positive endorsement or above (from 70% positive endorsement in 2018) • Teacher Communication—80% positive endorsement or above (from 61% positive endorsement in 2018) • General satisfaction—85% positive endorsement or above.(from 74% positive endorsement in 2018) 	<p>To increase the percentage of parent responses on the parent opinion survey from 25% 2018 to a minimum of 50% in 2019 (2017 76%).</p>

Goal 1	To improve the achievement and learning growth of all students across the curriculum, with a particular focus on literacy and numeracy.
12 Month Target 1.1	Reading assessed as medium and high growth to increase by 5% for matched cohort data. Numeracy assessed as medium and high growth to increase by at least 2% for matched cohort data.

12 Month Target 1.2	Teacher judgements based on Vic curriculum data to show greater than one years growth from baseline data for each student.
12 Month Target 1.3	Student positive endorsement on the AToSS will improve by 5% in Stimulated learning; Motivation and interest.
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Review and refine documented curriculum plans, assessments and shared pedagogical approaches and embed a whole school instructional model that integrates the use of high impact teaching strategies and agreed approaches to the teaching of reading, writing and numeracy to enable consistent, high quality instruction in every classroom (BPE).
KIS 2 Curriculum planning and assessment	Strengthen the capacity of teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students and evaluates the impact of learning on individual students and cohorts; and triangulate data and make more consistent assessment judgements through greater opportunities to moderate and cross mark (CPA/BPE).
KIS 3 Building practice excellence	Embed a coaching, mentoring, peer observation and feedback professional learning model to enable greater consistency, shared accountability and collective responsibility for improved outcomes. (BPE)
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.	When considering the NAPLAN and Teacher Judgement data, the panel noted there were some inconsistencies in what the data was indicating about student achievement and learning growth. For example, in 2018 NAPLAN Writing indicated 76 per cent of students were achieving in the top two bands while Teacher Judgement data indicated 14.3 per cent were achieving above the standard. The NAPLAN data also indicated that some of the able students were not making the high learning gain expected across Years 3–5. The panel concluded that without an accurate assessment of student achievement strengths and areas for improvement that this may be a barrier to achieving further growth in student learning and learning gain. The panel noted that there was inconsistencies in teacher judgement across year levels in reading and writing and therefore a focus on moderation of students work across year levels was essential to accurately assess student's learning and potential student learning growth. Also to ensure that the school instructional model based on the Vic curriculum was understood, implemented and practised by all teachers to build and develop teachers knowledge and skills, raising expectations of student outcomes. The modelling of explicit teaching and enabling skills that underpin learner agency and coach teachers in their use of collaborative processes. Classroom observations by the Panel indicated that there were some variations between classes regarding teaching practices , particularly in the strategy of setting goals with a focus on learning intentions. The panel recommended that there should be a continuing focus on literacy and numeracy as well as deepening and strengthening the

	PLC practices that the school had in place to support teacher judgement in this area.	
Goal 2	To empower students to be actively engaged in learning and school.	
12 Month Target 2.1	Student positive endorsement on the AToSS will improve by 5% in Student voice and agency; motivation and confidence.	
12 Month Target 2.2	To increase the percentage of parent responses on the parent opinion survey from 25% 2018 to a minimum of 50% in 2019 (2017 76%).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop and implement a student voice, leadership and learner agency strategy to empower students to be more motivated and engaged in learning and school (ESBSP).	Yes
KIS 2 Empowering students and building school pride	Create a learning culture that enables students to understand their learning data (visible learning) so they are better able to monitor their own learning and self regulate; systematically provide feedback to teachers about what they are learning and how they are learning; set meaningful goals; and act as more intellectually engaged partners in improving their learning outcomes. (ESBSP and IESA).	Yes
KIS 3 Building practice excellence	Build teacher knowledge and practice excellence in the use of learner centered teaching that enables the consistent use of student voice, learner agency and metacognitive strategies in all classrooms. (BPE).	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Raising expectations of student outcomes, increasing student agency and voice. We have used individualised, differentiated, personalised learning for a number of years but now need to make the shift and rephrase it to highly effective learning and teaching to enable students to become the agents of their own learning and that the role the teacher has to play as the agency is that of the learner. The School review panel analysed evidence from the Attitudes to School surveys, parent survey and from fieldwork findings. This analysis indicated that students had many opportunities in the senior years to develop their leadership skills however, the Panel determined that whilst students has some opportunities for student voice and learner agency, this was not consistent across classes or year levels. Classroom observation also indicated that student voice and learner agency could be further developed.</p> <p>The panel heard that over the review period, a number of opportunities to enable student engagement and learner agency were implemented. For example, there were opportunities for students to follow their interests within the curriculum including units of inquiry and the Years 5 and 6 elective program, both initiatives enabling students to have a say in what they were learning and how they were learning. Other examples included the open ended activities in the Makerspace classroom, student-led lunchtime club activities and the Junior School Council (JSC).</p> <p>However the panel found through the fieldwork activities that a full understanding of, and a common and shared language around the meaning of student voice and learner agency, was not established. Therefore there were some inconsistencies about what student voice and learner agency might look like and how it might be implemented across the school.</p>	
<p>Goal 3</p>	<p>To continue to foster a positive climate for learning which supports the continued development of students' social and emotional wellbeing.</p>	
<p>12 Month Target 3.1</p>	<p>Student positive endorsement on the AToSS will improve between 5-10% on School connectedness and teacher concern.</p>	
<p>12 Month Target 3.2</p>	<p>To increase the percentage of parent responses on the parent opinion survey from 25% 2018 to a minimum of 50% in 2019 (2017 76%).</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Setting expectations and promoting inclusion</p>	<p>Embed the school wide positive behaviour strategy that makes explicit expectations related to good learning dispositions to enable students to be more resilient, develop a growth mindset and strengthen their sense of belonging (connectedness). (SEPI).</p>	<p>Yes</p>
<p>KIS 2 Parents and carers as partners</p>	<p>Develop a strategy to create stronger learning partnerships with parents and carers to enhance student outcomes (PCP).</p>	<p>Yes</p>

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Feedback from interviews during the review and a consideration of the opinion data informed the panel's view that enhancing student resilience and their social and emotional wellbeing while strengthening the home school partnership were likely to support further growth in student outcomes. The panel recommended that providing more opportunities for students to report on the student experience at the School Council level and to become more involved in programs such as Teach the Teacher were examples of actions that would enhance student motivation, connectedness, engagement, voice and agency. The panel heard that analysis of the AToSS had not explicitly included feedback to students nor was a plan developed to respond to the data which involved students and student action teams. Students reported to the panel that they were unaware of the AToSS results nor of any actions that responded to the data being implemented. Systematic opportunities for students to provide feedback on the impact of teaching and learning (such as the use of PIVOT surveys) was not yet embedded practice in all classrooms.

Define Actions, Outcomes and Activities

Goal 1	To improve the achievement and learning growth of all students across the curriculum, with a particular focus on literacy and numeracy.
12 Month Target 1.1	Reading assessed as medium and high growth to increase by 5% for matched cohort data. Numeracy assessed as medium and high growth to increase by at least 2% for matched cohort data.
12 Month Target 1.2	Teacher judgements based on Vic curriculum data to show greater than one years growth from baseline data for each student.
12 Month Target 1.3	Student positive endorsement on the AToSS will improve by 5% in Stimulated learning; Motivation and interest.
KIS 1 Building practice excellence	Review and refine documented curriculum plans, assessments and shared pedagogical approaches and embed a whole school instructional model that integrates the use of high impact teaching strategies and agreed approaches to the teaching of reading, writing and numeracy to enable consistent, high quality instruction in every classroom (BPE).
Actions	<ul style="list-style-type: none"> -Ongoing Professional development for all teachers in understanding and using data to inform their teaching. -NAPLAN - targeted PD for all teachers - working parties established to develop skills and understanding to review and analyse data by providing whole school professional learning to raise the level of data literacy. -Develop assessment schedule -Develop a lesson plan template to embed consistent pedagogical philosophies in teaching -Learning walks, Peer observation and feedback -Develop effective Individual Education Plans (IEP's) for identified students. -School developed 'non-negotiables'; including pedagogical approaches consistently implemented across the school -Identifying students in curriculum planner to track and monitor progress. -Staff teams visit a selection of PYP schools in Term 3.
Outcomes	<p>Teachers:</p> <ul style="list-style-type: none"> -routinely use learning data to diagnose their own development priorities as well as catering for student needs. They review actual changes in practice following professional learning programs and plan for further improvements. -collaborate around processes such as peer observations, assessment mapping and moderations, enabling greater consistency of teacher judgement of student learning. -use student data to tailor their teaching and preference appropriate high-impact teaching strategies -develop capacity to use transdisciplinary approach to learning consistent with PYP <p>Students :</p>

	<p>-work with teachers to seek and provide feedback to each other about their progress -reflect on learning goals, progress and conduct self-assessments.</p> <p>Leaders:</p> <p>-the school routinely reviews its impact on students' progress and development, incorporates findings into whole-school professional learning and school improvement plans. -the school priorities assessment literacy and teachers have dedicated time to collaboratively build their capabilities -documented whole school assessment strategies develop teachers' capabilities to use a range of assessment data to diagnose learning needs and inform planning for student learning.</p> <p>A whole -school Professional learning plan developed and implemented. High impact strategies developed and implemented, monitored and evaluated in light of student data. Peer observations timetabled and documented. PLC PPD's planning days; schedule and direction, ensuring that PYP & mandated curriculum is consistent across the school and aligned with AIP goals.</p>			
Success Indicators	<p>Evidence of Impact/Progress</p> <p>-Reading assessed as medium and high growth to increase by 5% for matched cohort data. -Numeracy assessed as medium and high growth to increase by at least 2% for matched cohort data -Whole school planning documents aligned -PLC teams to plan long term goals -Learning Specialist models best practice for Graduate teachers and within team and generate consistency with HITs</p> <p>Target: Reading assessed as medium and high growth to increase by 5% for matched cohort data. Numeracy assessed as medium and high growth to increase by at least 2% for matched cohort data.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Ongoing Professional Development for all teachers in understanding and using data to inform their teaching. NAPLAN - targeted PD for all teachers - working parties established to develop skills and understanding to review and analyse data by providing whole school professional learning to raise the level of data literacy.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Learning walks, Peer observation and feedback.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Professional reading to ensure the development of pedagogical approaches - HITS & transdisciplinary approaches to learning -Structured lessons -Worked examples -Explicit teaching	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Staff teams school visits in Term 3.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Strengthen the capacity of teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students and evaluates the impact of learning on individual students and cohorts; and triangulate data and make more consistent assessment judgements through greater opportunities to moderate and cross mark (CPA/BPE).			
Actions	The Learning Specialist (LS): - focuses on coaching conversations, modelling exemplary classroom practice, including teacher demonstration lessons. - provision of professional learning, develop process and protocols for observation and feedback of teacher practice and peer collaboration. - models exemplary use of student data. The Leading Teacher (LT) - Curriculum: - liaises with the LS to provide expert advice about the content, processes and strategies that will shape SHPS individual and school professional learning. - LS and LT will provide targeted professional support for the whole school approach to differentiated literacy and numeracy. - will attend weekly team planning to ensure that all staff planners the schools instructional model and reflect the PYP - program of Inquiry. - will ensure our School-based professional learning program is developed and implemented to support the school's identified			

	improvement strategies.			
Outcomes	<p>The Curriculum Leader attends all PLC team planning days to assist with planning and consistency.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> -support students to understand and share the high expectations set for them and the steps they need to take to reach them. They consistently and appropriately challenge students. -use explicit systems for collaboration, classroom observations, the modelling of effective practice and feedback. teaching teams regularly observe and provided feedback in teaching, with support and input from LT & LS and input from students -plan and explicitly teach reading using the schools' agreed instructional model <p>Students will:</p> <ul style="list-style-type: none"> -work with teachers to seek and provide feedback to each other about their progress -reflect on learning goals, progress and conduct self-assessments. <p>Leaders will:</p> <ul style="list-style-type: none"> -foster an environment that values collaboration, trust, risk-taking, experimentation, collaborative inquiry and self-assessment -ensure that staff are supported in using agreed instructional model and the use of high-impact teaching strategies in the reading, writing and numeracy. -regularly monitor and evaluate literacy and numeracy programs to ensure that the curriculum plan, teaching, learning and assessment strategies are consistent across all learning domains and levels. 			
Success Indicators	<p>A whole school Professional Learning Plan developed and implemented.</p> <p>High impact strategies developed and implemented; monitored and evaluated in light of student data.</p> <p>Peer observations timetabled and documented.</p> <p>Evidence:</p> <ul style="list-style-type: none"> -PLC minutes -Peer observation minutes -A Professional Development Program developed and implemented - all teachers <p>Target:</p> <p>Teacher judgements based on Vic curriculum data will show greater than one years growth from baseline data for each student</p> <p>2019 Teacher Survey: an increase in teachers understanding of how to analyse data from 62.5% in 2018 to 20% in 2019.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
The Learning Specialist (LS): -focuses on coaching conversations, modelling exemplary	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

<p>classroom practice, including teacher demonstration lessons. -provision of professional learning, develop process and protocols for observation and feedback of teacher practice and peer collaboration. -model exemplary use of student data.</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
<p>LS and LT will provide targeted professional support for the whole school approach to differentiated literacy and numeracy moderation.</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<p>Provide whole school professional learning to improve teacher capacity to use data effectively to identify individual, cohort and school wide goals.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<p>Teachers will develop IEP's (data driven) for the top and bottom 5% of student achievement.</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
<p>KIS 3 Building practice excellence</p>	Embed a coaching, mentoring, peer observation and feedback professional learning model to enable greater consistency, shared accountability and collective responsibility for improved outcomes. (BPE)			
<p>Actions</p>	<p>Continue to develop the SHPS 'Effective Learning and Teaching practices' model, under the PYP framework.</p> <ul style="list-style-type: none"> • Develop shared understanding of a personalised learning approach at SHPS. • Review assessment framework and schedule to ensure there are common expectations and language for data analysis, tracking student achievement and tools to support this. • Work with Network cluster as 'Communities of Excellence'. 			

Outcomes	<p>Data: student growth, curriculum and PYP, discussed at every team meeting. Strategic: moderation of student work in Numeracy and Literacy (Writing focus - (Melb. University model) each semester based on needs of cohort, both within and across teams.</p> <ul style="list-style-type: none"> -Regular data analysis at team meetings -Moderation – e.g. samples of work moderated/Moderations between other schools (Camberwell High school?) -Review of assessment schedule -Increased consistency in observed teaching of literacy and numeracy -Evidenced based documentation, developed and maintained by teachers and presented at annual performance and development meetings -Sharing of data -Ensure that reporting and assessment (particularly formal assessment) is consistent across year levels and has comparable data. 			
Success Indicators	<ul style="list-style-type: none"> -Meeting minutes -Moderation -Reporting statements that are consistent -Updated assessment schedule <p>Teacher Opinion survey demonstrates increased knowledge and understanding of:</p> <ul style="list-style-type: none"> - Collective responsibility - Teacher collaboration - Collective focus on student learning - The use of a Pedagogical model as outlined in the School Review documentation - A Guaranteed and viable curriculum - Timetabled meetings support teacher collaboration - Teachers discuss problems of practice 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Facilitate data driven conversations in PLC's to track whole school progress, moderate assessment strategies and inform professional development.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Year level teams use student achievement data to effectively monitor and review the curriculum plan, teaching and learning/assessment strategies.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Participate in writing moderation within SHPS and neighbouring schools to effectively assess student writing and identify areas for improvement.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
All teachers follow the assessment schedule.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
50% of teachers engaged in coaching/mentoring in the Semester 1 with Learning Specialist.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To empower students to be actively engaged in learning and school.			
12 Month Target 2.1	Student positive endorsement on the AToSS will improve by 5% in Student voice and agency; motivation and confidence.			
12 Month Target 2.2	To increase the percentage of parent responses on the parent opinion survey from 25% 2018 to a minimum of 50% in 2019 (2017 76%).			
KIS 1 Empowering students and building school pride	Develop and implement a student voice, leadership and learner agency strategy to empower students to be more motivated and engaged in learning and school (ESBSP).			

Actions	<ul style="list-style-type: none"> -Professional Development for teachers on Project based Inquiry assessment evident in planning and delivery of units of inquiry and design of learning experiences. -Learning experiences designed to build and demonstrate learner agency ensuring that students have an increase in learning/presentation choices as they grow and develop. -Teachers and students set clear, explicit goals which are challenging and purposeful. -Essential agreement (PYP) - individual classroom; staff -A trial year to establish protocols for 3 way student led conferences: student/teacher/parent 			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> -reflect on their inquiry units to improve future units of work -give feedback to students -plan opportunities for students to ask questions/co-design the direct of the unit <p>Students:</p> <ul style="list-style-type: none"> -setting learning goals in Literacy (reading and writing) Numeracy and a personal social goal with an end of term reflection -students understand what they need to do to improve and are motivated to meet their goals and thus improve their learning. -students are able to reflect on their learning achievements and set future goals. -students are able to share their learning achievements in the 3 way conferences. 			
Success Indicators	<p>AToSS will demonstrate an improvement in Student voice and agency; motivation and confidence.</p> <ul style="list-style-type: none"> -Year 6 Exhibition (PYP) -IEP negotiated document 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Mandatory 'Making the PYP Happen': Implementing agency - a compulsory 2 day program for all teachers.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Research models of best practise and visit other schools to see how Student Voice and Agency are established.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$7,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Actively reflect on the strengths and areas for improvement in Student Voice and Agency throughout the year in consultation with staff and students.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Create a learning culture that enables students to understand their learning data (visible learning) so they are better able to monitor their own learning and self regulate; systematically provide feedback to teachers about what they are learning and how they are learning; set meaningful goals; and act as more intellectually engaged partners in improving their learning outcomes. (ESBSP and IESA).			
Actions	3 way conferences for students to share their goals with parents.			
Outcomes	Students will: -receive and act on self/peer/teacher feedback -make increase choices on their learning as they process through school -provide direction for learning e.g. student generated generated questions to co-design units Leaders will: -provided staff with PD to ensure they have the tools required to plan reflection, critique and revise opportunities -provide feedback to staff			
Success Indicators	Student positive endorsement on the AToSS will improve by 5% in Student voice and agency; motivation and confidence.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
A trial year to establish protocols for 3 way student led conferences: student/teacher/parent.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,500.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Teachers conduct one on one conferences with student in relation to goal setting.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Build teacher knowledge and practice excellence in the use of learner centered teaching that enables the consistent use of student voice, learner agency and metacognitive strategies in all classrooms. (BPE).			
Actions	Teachers and students set clear, explicit goals which are challenging and purposeful.			
Outcomes	Students: - understand what they need to do to improve and are motivated to meet their goals and thus improve their learning. -are able to reflect on their learning achievements and set future goals. - are able to share their learning achievements in the 3 way conferences			
Success Indicators	Teacher survey: -Academic emphasis increased by 10% -a 10% increase in promoting ownership of 'Student ownership of student learning goals' use student feedback to improve performance - increased by 10%			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teachers writing explicit learning and success criteria.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used

Provide regular feedback to students on reading, writing and numeracy goals.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Teachers planning for student voice/agency and metacognition with support from Curriculum Leader	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To continue to foster a positive climate for learning which supports the continued development of students' social and emotional wellbeing.			
12 Month Target 3.1	Student positive endorsement on the AToSS will improve between 5-10% on School connectedness and teacher concern.			
12 Month Target 3.2	To increase the percentage of parent responses on the parent opinion survey from 25% 2018 to a minimum of 50% in 2019 (2017 76%).			
KIS 1 Setting expectations and promoting inclusion	Embed the school wide positive behaviour strategy that makes explicit expectations related to good learning dispositions to enable students to be more resilient, develop a growth mindset and strengthen their sense of belonging (connectedness). (SEPI).			
Actions	<p>Essential agreement: Students setting tone of classrooms; Staff enabling collegiate working</p> <ul style="list-style-type: none"> -Behaviour support plans -Attitudes learner profile (PYP) -Development of Behaviour Support Plans for students of concern and frequent meetings with parents to discuss plans and strategies -PLC team working with teachers to develop a whole school Positive Behaviour Strategy . -A consistent framework of IB-PYP that develops student capacity throughout their schooling, the whole child is considered with regards to their education 			
Outcomes	<p>Dojo's/Wristbands linked to PYP attitudes, moving to learner profile:</p> <ul style="list-style-type: none"> -Students demonstrate the PYP attitudes which are recorded and then after 10, students earn a wristband once they have achieved 			

	10 dojo's 'Be-you' (Kismatter)- Kids Matter program running with an action team of teachers -Student Expos to encourage and engage other members of the community in the learning of the students -Opportunities for students to work with a wide variety of students -Opportunities for students to extend their learning outside of the school and demonstrate their capacity in other areas -Using lunchtime clubs to provide additional interest areas for students. -Continue to embed Positive Behaviours across the school			
Success Indicators	Student positive endorsement on the AToSS on School connectedness and teacher concern has improved by 5%.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teacher professional development on writing clear, concise goals for student BSP's.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10.00 <input type="checkbox"/> Equity funding will be used
Students are afforded an increasing amount of choices for learning as they process through their schooling under the direction of the teacher and level team.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PYP learner profile attributes play a central role to assist students to understand what 'good' learning is.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Parents and carers as partners	Develop a strategy to create stronger learning partnerships with parents and carers to enhance student outcomes (PCP).			

Actions	Promote the value of parent responses to Opinion survey through Newsletters and school forums and its importance for the school as evidence towards key targets. Develop regular and timely community/parent 'Monkey Survey's that have a specific focus.			
Outcomes	With the development of these actions, we hope to see improvement in our responses to the parent opinion survey which leads to improvements in key responses in SSP. -Feedback from 'Monkey Surveys' leads to action implementation and outcomes.			
Success Indicators	An increase in the percentage of parent responses on the parent opinion survey from 25% 2018 to a minimum of 50% in 2019 (2017 76%).			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
To conduct regular 'Monkey surveys' to canvass the whole school community on particular topics of interest.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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	\$5,000.00	\$5,000.00
Additional Equity funding	\$60,000.00	\$5,000.00
Grand Total	\$65,000.00	\$10,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Students are afforded an increasing amount of choices for learning as they process through their schooling under the direction of the teacher and level team.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00
Totals			\$5,000.00	\$5,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
To provide ongoing student counselling and support services to address the health and well being needs of students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Psychologist Student Counsellor from private sector.	\$60,000.00	\$5,000.00
Totals			\$60,000.00	\$5,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Ongoing Professional Development for all teachers in understanding and using data to inform their teaching. NAPLAN - targeted PD for all teachers - working parties established to develop skills and understanding to review and analyse data by providing whole school professional learning to raise the level of data literacy.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <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, Peer observation and feedback.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional reading to ensure the development of pedagogical approaches - HITS & transdisciplinary approaches to learning -Structured lessons -Worked examples -Explicit teaching	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Staff teams school visits in Term 3.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site All teachers will visit a PYP school in Term 3.
The Learning Specialist (LS): -focuses on coaching conversations, modelling exemplary classroom practice, including teacher demonstration lessons. -provision of professional learning, develop process and protocols for observation and feedback of teacher practice and peer collaboration. -model exemplary use of student data.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
LS and LT will provide targeted professional support for the whole school approach to differentiated literacy and numeracy moderation.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide whole school professional learning to improve teacher capacity to use data effectively to identify	<input checked="" type="checkbox"/> Leadership Team	from: 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

individual, cohort and school wide goals.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development			
Teachers will develop IEP's (data driven) for the top and bottom 5% of student achievement.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Facilitate data driven conversations in PLC's to track whole school progress, moderate assessment strategies and inform professional development.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Year level teams use student achievement data to effectively monitor and review the curriculum plan, teaching and learning/assessment strategies.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Participate in writing moderation within SHPS and neighbouring schools to effectively assess student writing and identify areas for improvement.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <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"/> Internal staff	<input checked="" type="checkbox"/> On-site

All teachers follow the assessment schedule.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
50% of teachers engaged in coaching/mentoring in the Semester 1 with Learning Specialist.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Mandatory 'Making the PYP Happen': Implementing agency - a compulsory 2 day program for all teachers.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Accredited IB-PYP teachers.	<input checked="" type="checkbox"/> Off-site two day PD will be undertaken off school site.
Research models of best practise and visit other schools to see how Student Voice and Agency are established.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Members of the PLC to visit schools to observe Student agency in action.
Actively reflect on the strengths and areas for improvement in Student Voice and Agency throughout	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

the year in consultation with staff and students.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)					
A trial year to establish protocols for 3 way student led conferences: student/teacher/parent.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers conduct one on one conferences with student in relation to goal setting.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers writing explicit learning and success criteria.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide regular feedback to students on reading, writing and numeracy goals.	<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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers planning for student voice/agency and metacognition with support from Curriculum Leader	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Teacher professional development on writing clear, concise goals for student BSP's.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Students are afforded an increasing amount of choices for learning as they process through their schooling under the direction of the teacher and level team.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PYP learner profile attributes play a central role to assist students to understand what 'good' learning is.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
To conduct regular 'Monkey surveys' to canvass the whole school community on particular topics of interest.	<input checked="" type="checkbox"/> Principal	from: Term 1 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