

# 2021 Annual Implementation Plan

## for improving student outcomes

St Georges Road Primary School Shepparton (4666)



Submitted for review by Kerri Souter (School Principal) on 16 December, 2020 at 12:25 PM  
Endorsed by Marian Lawless (Senior Education Improvement Leader) on 25 January, 2021 at 10:18 AM  
Endorsed by Jackie Ciszewski (School Council President) on 25 January, 2021 at 10:49 AM

## Self-evaluation Summary - 2021

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Excelling
	Strategic resource management	Embedding moving towards Excelling
	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	Evolving
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Evolving

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

<b>Enter your reflective comments</b>	The school has made significant progress towards the goals in the strategic plan. Increased consistency is evident in teaching practices across the school, supported by strong guiding documents including a teaching and learning manual and instructional models. Coaching and 5 weeks learning cycles are embedded practices and the school operates as a professional learning community, driven by data and reflecting on programs with an inquiry cycle approach.
<b>Considerations for 2021</b>	The school improvement team has reflected on each element of the FISO continuum and established next steps for 2021. All teachers, through their curriculum leaders roles as members of curriculum teams, have had input into this process through a reflection on the curriculum action plans which filtered into the FISO reflection and next steps identification.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	<p>By the end of 2021:</p> <ul style="list-style-type: none"> <li>• All students engaged in the Learning Tutor program to make targeted growth as established in Individual Education Plans and measured against the student achievement tracker</li> <li>• All Foundation students to achieve Level 4 on Little Learners Love Literacy program</li> <li>• 90+% Grade1 students to achieve Level 7+ on Little Learners Love Literacy Program</li> <li>• School connectedness to improve to 90%</li> <li>• Teacher-Student Relationships: Teacher concern 80%</li> <li>• Student Safety: Managing bullying to 75%</li> <li>• Learner Characteristics and Dispositions: Learning Confidence 83%</li> <li>• The proportion off students with positive pyschological developmeny (High levels of resilience) 75%</li> <li>• To increase average whole school attendance to 90+% and reduced percentage of students with 30+ days absence from 26% to 20%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	<p>St Georges Road Primary School will implement a highly effective remedial teaching and learning strategy to support all students- particularly those experiencing educational disadvantage as a result of remote and flexible learning. This will involve expanding and developing the workforce, strengthening coherency and collective responsibility and tracking student achievement.</p>
<b>Key Improvement Strategy 1.b</b> Setting expectations and promoting inclusion	<p>Our school will support student health and wellbeing and strengthen student engagement and resilience by consistently implementing the SGRPS Curriculum, providing a suite of allied health services and extending authentic opportunities for strengthening student voice and agency. A comprehensive and inclusive transition program will support students at entry, exit and year level transition points.</p>

<p><b>Key Improvement Strategy 1.c</b> Building communities</p>	<p>Our school will further develop an attendance strategy and a school-wide communication approach to strengthen connectedness and an inclusive culture. This will involve developing community capacity with digital technologies, developing our workforce through collaboration and engagement in Communities of Practice and building on positive relationships established in remote and flexible learning.</p>
<p><b>Goal 2</b></p>	<p>Create a culture of shared and distributed leadership with collective responsibility for student outcomes.</p>
<p><b>Target 2.1</b></p>	<p><b><u>STAFF OPINION SURVEY</u></b></p> <p><b>School Climate:</b></p> <ul style="list-style-type: none"> <li>· Collective efficacy from 53% (2017) to 65% (2021)</li> <li>· Teacher collaboration from 56% (2017) to 66% (2021)</li> <li>· Academic Emphasis from 53% (2017) to 63% (2021)</li> </ul> <p><b>Professional Learning:</b></p> <ul style="list-style-type: none"> <li>· Feedback from 61% (2017) to 71% (2021)</li> <li>· Overall endorsement from 70% (2017) to 80% (2021)</li> </ul> <p><b><u>STUDENT ATTITUDES TO SCHOOL</u></b></p> <p><b>Effective teaching practice for cognitive engagement:</b></p> <ul style="list-style-type: none"> <li>· Differentiated learning challenge from 88% (2017) to 92% (2021)</li> </ul> <p><b>Learner Characteristics and disposition:</b></p> <ul style="list-style-type: none"> <li>• Learning confidence from 78% (2017) to 83% (2021)</li> </ul>

<p><b>Target 2.2</b></p>	<p><b><u>STAFF OPINION SURVEY</u></b></p> <p><b>School leadership:</b></p> <ul style="list-style-type: none"> <li>· The overall endorsement of school leadership from 74% (2017) to 80% (2021)</li> <li>· Instructional Leadership from 76% (2017) to 86% (2021)</li> <li>· Leaders support for change from 79% (2017) to 85% (2021)</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Instructional and shared leadership</p>	<p>Build a collaborative culture that is focussed on Instructional Leadership and collective responsibility for the learning of all students.</p>
<p><b>Key Improvement Strategy 2.b</b> Strategic resource management</p>	<p>Establish a culture where all teachers are instructional leaders.</p>
<p><b>Goal 3</b></p>	<p>Improve literacy and numeracy outcomes for all students.</p>
<p><b>Target 3.1</b></p>	<p><b><u>NAPLAN</u></b></p> <p><b>Increase the percentage of students achieving medium and high learning growth for Year 3 to 5 NAPLAN assessments:</b></p> <ul style="list-style-type: none"> <li>• Reading from 74% (2017) to 85% (2021)</li> <li>• Writing from 73% (2017) to 85% (2021)</li> <li>• Numeracy from 54% (2017) to 70% (2021)</li> </ul> <p><b><u>VICTORIAN CURRICULUM</u></b></p> <p><b>Increase the percentage of students ‘at’ and ‘above’ Victorian Curriculum excepted levels:</b></p>

	<ul style="list-style-type: none"> <li>• Reading and Viewing - at least 85% students demonstrate 12 months+ growth</li> <li>• Writing – at least 85% students demonstrate 12 months+ growth</li> <li>• Speaking and Listening – at least 85% students demonstrate 12 months+ growth</li> <li>• Number and Algebra - at least 85% students demonstrate 12 months+ growth</li> </ul>
<b>Target 3.2</b>	<p><b><u>STAFF OPINION SURVEY</u></b></p> <p><b>School Climate:</b></p> <ul style="list-style-type: none"> <li>• Guaranteed and Viable Curriculum from 79% (2017) to 86% (2021)</li> </ul> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>• Applicability of professional learning from 68% (2017) to 80% (2021)</li> <li>• Active participation from 70% (2017) to 75% (2021)</li> </ul> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• The overall endorsement of teaching and learning from 63% (2017) to 74% (2021)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Review and build upon curriculum documentation that ensures a consistent and evidence based practices across the school and build teacher capacity to implement an evidenced based instructional model.
<b>Key Improvement Strategy 3.b</b> Evidence-based high-impact teaching strategies	Build teacher capacity to implement an evidenced based instructional model.
<b>Goal 4</b>	Inspire and empower students in their learning.

<p><b>Target 4.1</b></p>	<p><b><u>STUDENT ATTITUDES TO SCHOOL</u></b></p> <p><b>Learner characteristics and disposition:</b></p> <ul style="list-style-type: none"> <li>• Learning confidence from 78% (2017) to 83% (2021)</li> <li>• Self-regulation and goal setting from 86% (2017) to 90% (2021)</li> </ul> <p><b>Social engagement:</b></p> <ul style="list-style-type: none"> <li>• Student voice and agency from 74% (2017) to 80% (2021)</li> </ul>
<p><b>Target 4.2</b></p>	<p><b><u>STAFF OPINION SURVEY</u></b></p> <p><b>School Climate:</b></p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 38% (2017) to 45% (2021)</li> </ul> <p><b><u>STUDENT ATTITUDES TO SCHOOL</u></b></p> <p><b>Effective teaching practice for cognitive engagement:</b></p> <ul style="list-style-type: none"> <li>• Classroom behaviour from 78% (2017) to 83% (2021)</li> </ul> <p><b>Social engagement:</b></p> <ul style="list-style-type: none"> <li>• Student voice and agency from 74% (2017) to 80% (2021)</li> </ul> <p><b>Teacher student relationships:</b></p> <ul style="list-style-type: none"> <li>• Teacher concern from 79% (2017) to 83% (2021)</li> </ul>

	<p><b>Social engagement:</b></p> <ul style="list-style-type: none"> <li>• School connectedness from 85% (2017) to 90% (2021)</li> </ul> <p><b>Student safety:</b></p> <ul style="list-style-type: none"> <li>• Managing bullying from 82% (2017) to 88% (2021)</li> <li>• Respect for diversity from 84% (2017) to 90% (2021)</li> </ul> <p><b><u>PARENT OPINION SURVEY</u></b></p> <p><b>Safety:</b></p> <ul style="list-style-type: none"> <li>• Experience of bullying from 60% (2017) to 70 (2021)</li> </ul>
<p><b>Key Improvement Strategy 4.a</b> Setting expectations and promoting inclusion</p>	<p>Build high expectations for learning, interactions with others and attendance and punctuality.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	<p>By the end of 2021:</p> <ul style="list-style-type: none"> <li>• All students engaged in the Learning Tutor program to make targeted growth as established in Individual Education Plans and measured against the student achievement tracker</li> <li>• All Foundation students to achieve Level 4 on Little Learners Love Literacy program</li> <li>• 90+% Grade1 students to achieve Level 7+ on Little Learners Love Literacy Program</li> <li>• School connectedness to improve to 90%</li> <li>• Teacher-Student Relationships: Teacher concern 80%</li> <li>• Student Safety: Managing bullying to 75%</li> <li>• Learner Characteristics and Dispositions: Learning Confidence 83%</li> <li>• The proportion off students with positive pyschological developmeny (High levels of resilience) 75%</li> <li>• To increase average whole school attendance to 90+% and reduced percentage of students with 30+ days absence from 26% to 20%</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>All students engaged in the Learning Tutor program to make targeted growth as established in Individual Education Plans.</p> <p>School connectedness from 85% (2017) to 90% (2021)</p> <p>Teacher student relationships: Teacher concern to 80% (2021)</p> <p>Student safety: Managing bullying to 75% (2021) Proportion of students with positive psychological development (high levels of resilience) 75% (2021)</p>

<p>Create a culture of shared and distributed leadership with collective responsibility for student outcomes.</p>	<p>Yes</p>	<p><b><u>STAFF OPINION SURVEY</u></b></p> <p><b>School Climate:</b></p> <ul style="list-style-type: none"> <li>· Collective efficacy from 53% (2017) to 65% (2021)</li> <li>· Teacher collaboration from 56% (2017) to 66% (2021)</li> <li>· Academic Emphasis from 53% (2017) to 63% (2021)</li> </ul> <p><b>Professional Learning:</b></p> <ul style="list-style-type: none"> <li>· Feedback from 61% (2017) to 71% (2021)</li> <li>· Overall endorsement from 70% (2017) to 80% (2021)</li> </ul> <p><b><u>STUDENT ATTITUDES TO SCHOOL</u></b></p> <p><b>Effective teaching practice for cognitive engagement:</b></p> <ul style="list-style-type: none"> <li>· Differentiated learning challenge from 88% (2017) to 92% (2021)</li> </ul> <p><b>Learner Characteristics and disposition:</b></p> <ul style="list-style-type: none"> <li>• Learning confidence from 78% (2017) to 83% (2021)</li> </ul>	<p>Staff Opinion Survey School Climate Collective efficacy from 55% (2020) to 60% (2021) Teacher collaboration from 73% (2020) to 75% (2021) Academic Emphasis from 60% (2020) to 65% (2021)</p> <p>Professional Learning Feedback from 78% (2020) to 80% (2021)</p>

		<p><b><u>STAFF OPINION SURVEY</u></b></p> <p><b>School leadership:</b></p> <ul style="list-style-type: none"> <li>· The overall endorsement of school leadership from 74% (2017) to 80% (2021)</li> <li>· Instructional Leadership from 76% (2017) to 86% (2021)</li> <li>· Leaders support for change from 79% (2017) to 85% (2021)</li> </ul>	<p>Staff Opinion Survey School leadership: The overall endorsement of school leadership from 74% (2020) to 77% (2021) Instructional Leadership from 68% (2020) to 76% (2021) Leaders support for change from 90% (2018) to 92% (2021)</p>
<p>Improve literacy and numeracy outcomes for all students.</p>	<p>Yes</p>	<p><b><u>NAPLAN</u></b></p> <p><b>Increase the percentage of students achieving medium and high learning growth for Year 3 to 5 NAPLAN assessments:</b></p> <ul style="list-style-type: none"> <li>• Reading from 74% (2017) to 85% (2021)</li> <li>• Writing from 73% (2017) to 85% (2021)</li> <li>• Numeracy from 54% (2017) to 70% (2021)</li> </ul> <p><b><u>VICTORIAN CURRICULUM</u></b></p> <p><b>Increase the percentage of students ‘at’ and ‘above’ Victorian Curriculum excepted levels:</b></p> <ul style="list-style-type: none"> <li>• Reading and Viewing - at least 85% students demonstrate 12 months+ growth</li> </ul>	<p>Literacy Victorian Curriculum 80% of students will make 12+ months growth in Reading 75% of students will make 12+ months growth in Writing</p> <p>NAPLAN Benchmark Growth Reading - Increase percentage of children making At or Above benchmark growth from 77.3 to 80% Writing - Increase percentage of children making At or Above benchmark growth from 59% to 65%.</p> <p>Relative Growth Reading - Increase percentage of children making medium to high growth 77% to 81%</p>

		<ul style="list-style-type: none"> <li>• Writing – at least 85% students demonstrate 12 months+ growth</li> <li>• Speaking and Listening – at least 85% students demonstrate 12 months+ growth</li> <li>• Number and Algebra - at least 85% students demonstrate 12 months+ growth</li> </ul>	<p>Writing- Increase percentage of children making medium to high growth from 59% to 73%</p> <p>Numeracy Victorian Curriculum Increase the percentage of students making 12months+ growth to at least 70% in Number and Algebra.</p> <p>NAPLAN</p> <ul style="list-style-type: none"> <li>- Increase the percentage of students achieving medium to high learning growth for Year 3 to 5 NAPLAN Numeracy Assessments to at least 67%.</li> <li>- Increasing the percentage of students achieving high learning growth for Year 3 to 5 NAPLAN Numeracy Assessments to at least 20%</li> </ul> <p>Benchmark Growth Increase percentage of children making At or Above benchmark growth from 69 to 74%</p>
		<p><b><u>STAFF OPINION SURVEY</u></b></p> <p><b>School Climate:</b></p> <ul style="list-style-type: none"> <li>• Guaranteed and Viable Curriculum from 79% (2017) to 86% (2021)</li> </ul> <p><b>Professional Learning</b></p>	<p>STAFF OPINION SURVEY SCHOOL CLIMATE Guaranteed and viable curriculum from 83%% (2020) to 85% (2021) PROFESSIONAL LEARNING Applicability of Professional Learning 80% ('19) to 82% (2021) Active Participation 76% (2020) to 78%</p>

		<ul style="list-style-type: none"> <li>• Applicability of professional learning from 68% (2017) to 80% (2021)</li> <li>• Active participation from 70% (2017) to 75% (2021)</li> </ul> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• The overall endorsement of teaching and learning from 63% (2017) to 74% (2021)</li> </ul>	
Inspire and empower students in their learning.	No	<p><b><u>STUDENT ATTITUDES TO SCHOOL</u></b></p> <p><b>Learner characteristics and disposition:</b></p> <ul style="list-style-type: none"> <li>• Learning confidence from 78% (2017) to 83% (2021)</li> <li>• Self-regulation and goal setting from 86% (2017) to 90% (2021)</li> </ul> <p><b>Social engagement:</b></p> <ul style="list-style-type: none"> <li>• Student voice and agency from 74% (2017) to 80% (2021)</li> </ul>	
		<p><b><u>STAFF OPINION SURVEY</u></b></p> <p><b>School Climate:</b></p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 38% (2017) to 45% (2021)</li> </ul>	

**STUDENT ATTITUDES TO SCHOOL**

**Effective teaching practice for cognitive engagement:**

- Classroom behaviour from 78% (2017) to 83% (2021)

**Social engagement:**

- Student voice and agency from 74% (2017) to 80% (2021)

**Teacher student relationships:**

- Teacher concern from 79% (2017) to 83% (2021)

**Social engagement:**

- School connectedness from 85% (2017) to 90% (2021)

**Student safety:**

- Managing bullying from 82% (2017) to 88% (2021)
- Respect for diversity from 84% (2017) to 90% (2021)

**PARENT OPINION SURVEY**

**Safety:**

- Experience of bullying from 60% (2017) to 70 (2021)

<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	<p>All students engaged in the Learning Tutor program to make targeted growth as established in Individual Education Plans.</p> <p>School connectedness from 85% (2017) to 90% (2021)</p> <p>Teacher student relationships: Teacher concern to 80% (2021)</p> <p>Student safety: Managing bullying to 75% (2021) Proportion of students with positive psychological development (high levels of resilience) 75% (2021)</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	St Georges Road Primary School will implement a highly effective remedial teaching and learning strategy to support all students- particularly those experiencing educational disadvantage as a result of remote and flexible learning. This will involve expanding and developing the workforce, strengthening coherency and collective responsibility and tracking student achievement.	Yes
<b>KIS 2</b> Setting expectations and promoting inclusion	Our school will support student health and wellbeing and strengthen student engagement and resilience by consistently implementing the SGRPS Curriculum, providing a suite of allied health services and extending authentic opportunities for strengthening student voice and agency. A comprehensive and inclusive transition program will support students at entry, exit and year level transition points.	Yes
<b>KIS 3</b> Building communities	Our school will further develop an attendance strategy and a school-wide communication approach to strengthen connectedness and an inclusive culture. This will involve developing community capacity with digital technologies, developing our workforce through collaboration and engagement in Communities of Practice and building on positive relationships established in remote and flexible learning.	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>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.</p>	
<p><b>Goal 2</b></p>	<p>Create a culture of shared and distributed leadership with collective responsibility for student outcomes.</p>	
<p><b>12 Month Target 2.1</b></p>	<p>Staff Opinion Survey  School Climate  Collective efficacy from 55% (2020) to 60% (2021)  Teacher collaboration from 73% (2020) to 75% (2021)  Academic Emphasis from 60% (2020) to 65% (2021)</p> <p>Professional Learning  Feedback from 78% (2020) to 80% (2021)</p>	
<p><b>12 Month Target 2.2</b></p>	<p>Staff Opinion Survey  School leadership:  The overall endorsement of school leadership from 74% (2020) to 77% (2021)  Instructional Leadership from 68% (2020) to 76% (2021)  Leaders support for change from 90% (2018) to 92% (2021)</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b>  Instructional and shared leadership</p>	<p>Build a collaborative culture that is focussed on Instructional Leadership and collective responsibility for the learning of all students.</p>	
<p><b>KIS 2</b>  Strategic resource management</p>	<p>Establish a culture where all teachers are instructional leaders.</p>	

<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>When reflecting on the FISO continua the School Improvement Team identified the areas for development in Professional Leadership are:</p> <p>Instructional &amp; shared leadership</p> <ul style="list-style-type: none"> <li>* Further develop data literacy (summative &amp; formative data) to inform responsive professional learning that impacts on instructional practice</li> <li>* Integrate student voice and agency into data analysis.</li> </ul> <p>Building leadership teams</p> <ul style="list-style-type: none"> <li>* Continue to refine leadership structures and processes to ensure accountability, collaboration and collective responsibility</li> </ul> <p>Strategic Resource Management</p> <ul style="list-style-type: none"> <li>* Ensure all resources are allocated effectively to improve student learning outcomes (SRP, Tutor Learning Resources &amp; Equity Funding)</li> </ul> <p>Vision Values &amp; Culture</p> <ul style="list-style-type: none"> <li>* Continue to develop the PLC inquiry model for improved instructional practice and ongoing school improvement.</li> </ul> <p>Following an interrupted year, and with a semester left prior to school review (2021), we will retain our focus on achieving the current strategic plan targets. Coherence, consistency, consolidation and collaboration underpin the 2021 agenda. The school will utilise the additional Tutor Learning resources to have a positive impact on learning outcomes.</p>
<p><b>Goal 3</b></p>	<p>Improve literacy and numeracy outcomes for all students.</p>
<p><b>12 Month Target 3.1</b></p>	<p>Literacy Victorian Curriculum 80% of students will make 12+ months growth in Reading 75% of students will make 12+ months growth in Writing</p> <p>NAPLAN Benchmark Growth Reading - Increase percentage of children making At or Above benchmark growth from 77.3 to 80% Writing - Increase percentage of children making At or Above benchmark growth from 59% to 65%.</p> <p>Relative Growth Reading - Increase percentage of children making medium to high growth 77% to 81%</p>

	<p>Writing- Increase percentage of children making medium to high growth from 59% to 73%</p> <p>Numeracy Victorian Curriculum Increase the percentage of students making 12months+ growth to at least 70% in Number and Algebra.</p> <p>NAPLAN - Increase the percentage of students achieving medium to high learning growth for Year 3 to 5 NAPLAN Numeracy Assessments to at least 67%. - Increasing the percentage of students achieving high learning growth for Year 3 to 5 NAPLAN Numeracy Assessments to at least 20%</p> <p>Benchmark Growth Increase percentage of children making At or Above benchmark growth from 69 to 74%</p>	
<b>12 Month Target 3.2</b>	<p>STAFF OPINION SURVEY SCHOOL CLIMATE Guaranteed and viable curriculum from 83%% (2020) to 85% (2021)</p> <p>PROFESSIONAL LEARNING Applicability of Professional Learning 80% ('19) to 82% (2021) Active Participation 76% (2020) to 78%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Review and build upon curriculum documentation that ensures a consistent and evidence based practices across the school and build teacher capacity to implement an evidenced based instructional model.	Yes
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Build teacher capacity to implement an evidenced based instructional model.	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.

We have chosen these Key Improvement Strategies based on formative and summative data, reflections against the FISO continua and the PLC Matrix. Our 2021 actions will encompass:

#### Building Practice Excellence

- Teachers actively participating in peer observation, learning walks, feedback and reflective practices
- Further refinement of the PLC model with a focus on strengthening data analysis, responsive planning and review
- School Improvement Team with teachers to document impact from professional learning in a 5 week learning cycle
- Further refine a culture of collaboration

#### Curriculum Planning & Assessment

- Provide professional learning to build capacity for collaborative planning & assessment
- Develop detailed and sequential curriculum plans

#### HITS

- Provide targeted professional learning to strengthen instructional practice through identification in PD plans

#### Evaluating impact

- adapting instructional approach in response to learning data

The school has developed a strategic intervention plan for addressing the achievement gap resulting from COVID-19. Building data literacy, tracking student growth, monitoring the effectiveness of our initiatives and building instructional leadership are interlinked priorities for 2021.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	All students engaged in the Learning Tutor program to make targeted growth as established in Individual Education Plans.  School connectedness from 85% (2017) to 90% (2021)  Teacher student relationships: Teacher concern to 80% (2021)  Student safety: Managing bullying to 75% (2021) Proportion of students with positive psychological development (high levels of resilience) 75% (2021)
<b>KIS 1</b> Curriculum planning and assessment	St Georges Road Primary School will implement a highly effective remedial teaching and learning strategy to support all students- particularly those experiencing educational disadvantage as a result of remote and flexible learning. This will involve expanding and developing the workforce, strengthening coherency and collective responsibility and tracking student achievement.
<b>Actions</b>	Our school will provide highly effective remedial learning and teaching strategy for students experiencing educational disadvantage, especially those who have faced barriers during remote and flexible learning that they might not have faced while at school. We will ensure all funding is allocated effectively and as prescribed with accountable processes for tracking student growth and effectiveness on interventions. Our actions include: 1. Utilising Student Achievement Trackers to monitor impact and track growth 2. Ensure Tutors and Intervention staff are integrated into year level planning sessions 3. Hold fortnightly rotational meetings for the Teaching and Learning Improvement and Intervention Teams to ensure accountability and monitor impact and growth. 4. Implement a blended model of Intervention support across 3 tiers (whole school). 5. Implement targeted support for EAL and Koorie students
<b>Outcomes</b>	Leaders will: * Effectively monitor and evaluate impact of progress in a responsive and agile manner * Provide a professional learning plan that builds data literacy and is responsive and follows the improvement cycle

	<p>* Provide processes and structures to ensure collaboration and collective responsibility for improvement in student learning</p> <p>Teachers (Intervention staff) will:</p> <ul style="list-style-type: none"> <li>* Deliver a consistent and data informed intervention program for identified students</li> <li>* Regularly analyse and reflect on data</li> <li>* Have a stronger understanding of diagnostic assessments and develop effective point of need strategies</li> <li>* Collaborate with colleagues on a weekly basis</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>* Be aware of and articulate where they are in their learning and what their next step (goal) is.</li> <li>- be able to give quality responses to the 5 learning questions</li> <li>- use the third teacher to support their learning</li> <li>- articulate their learning goal</li> <li>- peer and self assess</li> </ul>
<p><b>Success Indicators</b></p>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>*use multiple sources of evidence to track impact of intervention program, including barriers and enablers.</li> </ul> <p>Success indicators:</p> <ul style="list-style-type: none"> <li>*Student data (student achievement tracker, data wall analysis, intervention entry and exit slips and 5 week individual learning documents.</li> <li>*notes from SIT, teaching and learning improvement team, and literacy and numeracy intervention team meetings.</li> <li>*lesson plans based on intervention instructional model</li> <li>*observation notes; notes from peer coaching; notes from learning walks.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>*understand the structure of the intervention/tutor model</li> <li>*monitor and document student progress</li> <li>*produce lesson plans that show targeted intervention support</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>*be able to articulate their progress and their next learning goal</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Multi tiered intervention program developed and implemented.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$433,557.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide data literacy professional learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Fortnightly intervention meetings	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Development of intervention instructional model	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Establish tracking systems and processes to monitor student growth and evaluate impact of programs.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b>	Our school will support student health and wellbeing and strengthen student engagement and resilience by consistently implementing the SGRPS Curriculum, providing a suite of allied health services and extending authentic opportunities for			

Setting expectations and promoting inclusion	strengthening student voice and agency. A comprehensive and inclusive transition program will support students at entry, exit and year level transition points.
<b>Actions</b>	<p>St Georges Road has chosen the following actions to support student health and wellbeing and strengthen engagement and resilience -</p> <ul style="list-style-type: none"> <li>*Ensure consistent implementation of SGRPS social curriculum</li> <li>*Deliver a suite of health and wellbeing services and resources to support the high needs of our student cohort</li> <li>*Ensure that formative data collections include student voice and that student agency is central to school development</li> <li>*Refine and develop a strategy for strengthening school connectedness, pride and identity.</li> <li>*Develop a comprehensive student leadership program</li> <li>*Ensure a comprehensive and inclusive transition program is provided on entry, exit and from year to year transitions for all students</li> </ul>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>*Support teachers through social curriculum team to deliver a consistent and comprehensive program</li> <li>*Run two social curriculum PLTs per term</li> <li>*Collect and analyse health and wellbeing data</li> <li>*Support staff to deliver student leadership program</li> <li>*Coordinate the delivery of allied health supports for identified students</li> <li>*Leaders will identify students who require additional supports</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>*implement social curriculum scope and sequence into weekly lesson plans</li> <li>*Attend case conferences and develop support plans for the health and wellbeing of students</li> <li>*Provide documented support strategies to ensure effectiveness of transitions</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>*Feel valued, empowered and supported in their learning, engagement, wellbeing</li> <li>*Show increased engagement, aspiration and motivation</li> </ul>
<b>Success Indicators</b>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>*Have established enabling structures e.g. meeting schedule, role descriptions, professional learning plan, allied health timetable</li> <li>*Increased planning time for teachers</li> <li>*Developed whole school data walls</li> <li>*Allocate and seek alternative resources (human and financial) to support health and wellbeing initiatives e.g. paediatric clinics, therapeutic intervention etc.</li> <li>*Analysed and responded to student survey results</li> </ul>

	<p>Teachers:</p> <ul style="list-style-type: none"> <li>*demonstrate effective delivery of social curriculum lessons as evidence through learning walks and talks</li> <li>*play an active role in the school paediatric clinic program, providing clinic notes and management plans</li> <li>*Improved rating on teacher student relationship measure on student surveys</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>*Have improved attendance and punctuality</li> <li>*Higher levels of positive endorsement on student attitudes to school survey</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole school professional learning - Day 4 of BSEM training	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$9,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Our school will further develop an attendance strategy and a school-wide communication approach to strengthen connectedness and an inclusive culture. This will involve developing community capacity with digital technologies, developing our workforce through collaboration and engagement in Communities of Practice and building on positive relationships established in remote and flexible learning.			
<b>Actions</b>	<p>Our school will continue to build strong connections with our families, carers and the broader community to embed and spread improved ways of working to support our students.</p> <p>Our actions include:</p> <ul style="list-style-type: none"> <li>* Refinement of a student attendance policy with strategies for improved attendance managing unexplained &amp; chronic absences.</li> <li>* Providing additional resources including therapeutic intervention support Student engagement and attendance play therapy</li> <li>* Strengthen engagement in regional and network communities of practice</li> <li>* Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning</li> <li>* Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices</li> <li>* Build staff capability to integrate digital learning</li> </ul>			

<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>* Prioritise time for staff to communicate and build relationships with parents/carers/kin</li> <li>* Ensure the wider community feels welcome in the school and can regularly use school facilities</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* Have strong relationships with students and parents/carers/kin</li> <li>* Be confident in integrating digital learning pedagogy</li> <li>* Can regularly connect with the parents/carers/kin of all students</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>* Students will feel connected to their school and have positive attitudes to attendance</li> <li>* Students and parents/carers/kin will feel as though they belong and are seen</li> <li>* Will be connected to resources and learning opportunities</li> </ul>			
<b>Success Indicators</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>* Evidence for observations and learning walks on the use of digital learning</li> <li>* Notes &amp; Minutes for SIT, Paediatric clinics, IEPs &amp; Transition statements</li> <li>* Number of referrals including documented outcomes of student referral meetings</li> <li>* Documentation of school digital policies</li> <li>* Whole school surveys (SSS, AToSS and Parent Opinion data)</li> <li>* Student/staff/parent/carer/kin focus groups and interviews</li> <li>* Decrease in absenteeism e.g unexplained absences, and chronic absenteeism</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* Increased parent /carer participation in P/T Interviews</li> <li>* have use of digital technologies documented in the lesson plans</li> <li>* Face to face check-ins</li> <li>* class attendance rates</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>*Have improved attendance and punctuality</li> <li>*Higher levels of positive endorsement on student attitudes to school survey</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Strengthen relationships with feeder/secondary schools, early learning centres and community organisations for improved attendance & transitions.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$129,888.00  <input checked="" type="checkbox"/> Equity funding will be used
Refine communication processes to strengthen community access e.g. school newsletters, social media, and P/T interviews & information sessions	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Strengthen the relationship with the SGRPS-SELC Hub	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Continue to seek ways of providing allied health supports for students and families.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,256.00  <input checked="" type="checkbox"/> Equity funding will be used
Focused school improvement team meetings to analyse, monitor and develop strategies for improving engagement and wellbeing.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Create a culture of shared and distributed leadership with collective responsibility for student outcomes.			

<b>12 Month Target 2.1</b>	Staff Opinion Survey School Climate Collective efficacy from 55% (2020) to 60% (2021) Teacher collaboration from 73% (2020) to 75% (2021) Academic Emphasis from 60% (2020) to 65% (2021)  Professional Learning Feedback from 78% (2020) to 80% (2021)
<b>12 Month Target 2.2</b>	Staff Opinion Survey School leadership: The overall endorsement of school leadership from 74% (2020) to 77% (2021) Instructional Leadership from 68% (2020) to 76% (2021) Leaders support for change from 90% (2018) to 92% (2021)
<b>KIS 1</b> Instructional and shared leadership	Build a collaborative culture that is focussed on Instructional Leadership and collective responsibility for the learning of all students.
<b>Actions</b>	Actions <ul style="list-style-type: none"> <li>- Embed PLCs across the whole school to build collective responsibility</li> <li>- Build the capacity of teachers to develop curriculum and strengthen data literacy</li> <li>- Establish an open to learning culture</li> </ul>
<b>Outcomes</b>	1. STUDENTS WILL: <ul style="list-style-type: none"> <li>- be able to give quality responses to the 5 learning questions</li> <li>- use the third teacher to support their learning</li> <li>- articulate their learning goal</li> <li>- peer and self assess</li> </ul> 2. TEACHERS WILL: <ul style="list-style-type: none"> <li>- using data to inform their planning</li> <li>- building teacher agency when implementing the PLC inquiry cycle</li> <li>- actively participate in peer observation and feedback sessions</li> </ul>

	<ul style="list-style-type: none"> <li>- contribute to the creation of whole school and cohort data walls</li> <li>- embed the agreed reading and writing instructional model</li> <li>- co-create an environment that supports learning</li> </ul> <p>3. LEADERS WILL:</p> <ul style="list-style-type: none"> <li>- refine existing structures to enable collaboration to occur</li> <li>- use multiple sources of feedback to plan professional learning</li> <li>- provide PL opportunities and structures for building teachers capacity to lead their own PLCs and analyse data (model and support PLC process, formal PLC process, observation and feedback)</li> <li>- monitor the implementation of the instructional model through curriculum planning, learning walks and attending planning meetings</li> <li>- Ensure line of sight from AIP into PDPs</li> <li>- Provide structures and support to enable collaborative planning informed by data</li> </ul>			
<b>Success Indicators</b>	<p>Progress made against the FISO continua – Instructional Leadership  Documented Professional Learning Plan  Reflection against PLC matrix  Role descriptions have clear responsibilities for instructional leadership  Student achievement data  Deep Engagement Reflections (twice a term)  Weekly reflections from school based coaches and Teaching Partners  Documented 5 week learning cycles are supported by differentiated coaching plans  Improvement in 5 Learning Question response data  Student Attitudes to School Survey</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Support provided to strengthen instructional leadership for sustainability	<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	\$368,248.00  <input checked="" type="checkbox"/> Equity funding will be used
Strengthen middle level leadership capacity through targeted professional learning	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$20,000.00

BASTOW Literacy Leaders (local) training (Teachers)	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Participate in Network Professional Learning to strengthen data literacy & leadership skills	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Actively participate in year level meetings and PLCs - modelling leadership skills and building capacity	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Analyse data and reflect on impact of programs and initiatives.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Implement one inquiry cycle per term ensuring teams are utilizing data walls	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Lead a culture of collaboration to improve student learning outcomes using a 5 week learning cycle as an integral component of all school initiatives.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <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

Develop, implement Curriculum Action plans and review/monitor these using the 5 week learning plans.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop school wide Performance and Development targets and implement a rigorous PDP process aligned to the school's Vision and Values.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Embed the use of formative assessment (regular LW&T) to inform the 5 week learning cycle and the professional learning plan for teachers and Education Support Staff.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Co-construct protocols and norms for all meetings	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Monitor and provide support to ensure consistent, high quality planning documentation	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Develop an Instructional Practice document to enhance coherence and consistency - including learning tutor and intervention programs.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

Provide targeted professional learning for ES workforce	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Improve literacy and numeracy outcomes for all students.			
<b>12 Month Target 3.1</b>	<p>Literacy Victorian Curriculum 80% of students will make 12+ months growth in Reading 75% of students will make 12+ months growth in Writing</p> <p>NAPLAN Benchmark Growth Reading - Increase percentage of children making At or Above benchmark growth from 77.3 to 80% Writing - Increase percentage of children making At or Above benchmark growth from 59% to 65%.</p> <p>Relative Growth Reading - Increase percentage of children making medium to high growth 77% to 81%  Writing- Increase percentage of children making medium to high growth from 59% to 73%</p> <p>Numeracy Victorian Curriculum Increase the percentage of students making 12months+ growth to at least 70% in Number and Algebra.</p> <p>NAPLAN - Increase the percentage of students achieving medium to high learning growth for Year 3 to 5 NAPLAN Numeracy Assessments to at least 67%. - Increasing the percentage of students achieving high learning growth for Year 3 to 5 NAPLAN Numeracy Assessments to at least 20%</p> <p>Benchmark Growth Increase percentage of children making At or Above benchmark growth from 69 to 74%</p>			

<b>12 Month Target 3.2</b>	<p>STAFF OPINION SURVEY SCHOOL CLIMATE Guaranteed and viable curriculum from 83%% (2020) to 85% (2021) PROFESSIONAL LEARNING Applicability of Professional Learning 80% ('19) to 82% (2021) Active Participation 76% (2020) to 78%</p>
<b>KIS 1</b> Curriculum planning and assessment	Review and build upon curriculum documentation that ensures a consistent and evidence based practices across the school and build teacher capacity to implement an evidenced based instructional model.
<b>Actions</b>	Embed the writers workshop instructional model. Embed the SGRPS numeracy instructional model. Develop and implement a professional learning plan that supports the instructional model implementation
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Explain the lesson structure and where the lesson is up to</li> <li>- verbalise the role of the teacher and student throughout the components of the instructional model</li> <li>- model their role throughout the lesson</li> <li>- describe the relevant grade level vocabulary for Literacy, Numeracy and the Social Curriculum</li> <li>- identify and articulate their next steps in learning</li> <li>- articulate their learning (at the end of the lesson)</li> <li>- to be able to give quality responses to the 5 learning questions</li> <li>- respond to targeted feedback about their learning</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- embed the agreed instructional model</li> <li>- use common language (vocab) around learning and engagement</li> <li>- Co-create anchor charts, worked examples and success criteria with students</li> <li>- create planners that reflect elements of the instructional model</li> <li>- Set student goals and provide targeted feedback</li> <li>- Create opportunities for students to respond to feedback</li> </ul>

	<ul style="list-style-type: none"> <li>- Use formative and summative data to plan units of work, adapt and modify programs and monitor and track student progress</li> <li>- Analyse data for growth</li> <li>- Triangulate data to create consistency in summative assessment and reporting.</li> <li>- Undertake PLC inquiry cycles.</li> <li>- Teacher make accurate and consistent judgements against VC through data triangulation and moderation process</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Ensure professional learning is provided on the expectations of, and planning for, the components of the IM and formative assessment</li> <li>- Monitor the implementation of the instructional model through lesson planner reviews, LWTs and meetings</li> <li>- Coach, co-teach, mentor and model</li> <li>- Understand the position of the school in terms of student achievement</li> <li>- Formative data from Learning Walks and Talks are used by leaders to modify PL plans and develop 5 week cycles.</li> </ul>			
<p><b>Success Indicators</b></p>	<p>Documented evidence of Learning Walks and Talks carried out weekly by both leaders and teachers. each SIT member to have carried out at least</p> <ul style="list-style-type: none"> <li>- Learning walk evaluations demonstrate improvement in students ability to:</li> <li>- verbalise the role of the teacher and student throughout the components of the instructional model</li> <li>- model their role throughout the lesson</li> <li>- describe the relevant grade level vocabulary for Literacy / Numeracy</li> <li>- articulate their learning goals and respond effectively to the 5 learning questions</li> <li>- Learning walks, observations show alignment between planned program and classroom practice.</li> <li>- Minutes/actions from SIT and T&amp;L Improvement Team meetings</li> <li>- Student growth data</li> <li>- Attitudes to school survey</li> <li>- A range of formative assessments</li> </ul>			
<p><b>Activities and Milestones</b></p>	<p><b>Who</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Budget</b></p>

Teachers will produce consistent and high quality planning that includes essential elements and is aligned to school's learning models	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Learning walks and talks, observation to gather data.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional learning on formative assessment practices.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Numeracy scope and sequence refined with vocabulary included	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Embed data informed inquiry cycle (PLCs)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Weekly planning, collaboration, co-teaching, coaching and modelling in literacy and numeracy	<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	\$0.00  <input type="checkbox"/> Equity funding will be used

Moderation processes developed and refined e.g. document, meeting schedule, protocols	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop numeracy vision	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Data collection and analysis schedule developed and followed including a range of formative assessments	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Termly moderation	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Provide leadership support in all numeracy and literacy planning sessions	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Embed the Writer's Workshop Model with targeted and responsive professional learning (5 week learning cycle)	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Use formative assessment to track student growth and guide further teaching and learning.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop and implement the SGRPS spelling scope and sequence	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Document negative incidents that require follow-up and model de-escalation and self-regulation strategies	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

