**2021 Annual Implementation Plan**

Submitted for review by Nicholas Keating (School Principal) on 08 February, 2021 at 10:35 AM  
Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 08 February, 2021 at 12:32 PM  
Endorsed by Les Meek (School Council President) on 25 February, 2021 at 12:49 PM

**for improving student outcomes**

Skipton Primary School (0582)



**Self-evaluation Summary - 2021**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional leadership** |  | Building leadership teams | Evolving |
|  | Instructional and shared leadership | Evolving |
|  | Strategic resource management | Emerging moving towards Evolving |
|  | Vision, values and culture | Evolving |

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

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

|  |  |
| --- | --- |
| **Enter your reflective comments** | The school completed the self-evaluation early in Term 4. Staff completed this task individually and the results were collated to form a common assessment for each of the dimensions. It is a clear goal of the school to develop the Excellence in Teaching and Learning component. In particular, the school will use number and algebra as a start to build a common curriculum, assessment schedule and instructional model.   This AIP reflects the results of this self-reflection, with three targets under the heading 'Accelerating Learning'. It represents the bulk of the work for Semester 1, 2021. |
| **Considerations for 2021** | This AIP is a continuation of work started in 2020. The school is going into review in Term 1, 2021. The school is confident that the goals set in the half-year AIP will be synergized with the new Strategic Plan 2021-2024. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

|  |  |
| --- | --- |
| Goal 1 | 2021 Semester 1 Half-Year Implementation Plan |
| Target 1.1 | Support for the 2021 Priorities |
| Key Improvement Strategy 1.a Building practice excellence | Accelerating learning |
| Key Improvement Strategy 1.b Health and wellbeing | Happy, active and healthy kids |
| Key Improvement Strategy 1.c Parents and carers as partners | Connected schools |
| Goal 2 | To achieve high learning growth in literacy and numhghgh |
| Target 2.1 | 1. Improve relative growth in literacy and numeracy as measured by NAPLAN grade 3 to 5  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | Low | Medium | High | | G&P | 2016 | 18.2% | 36.4% | 45.5% | | **Target** | **10%** | **40%** | **50%** | | Numeracy | 2016 | 0% | 54.5% | 45.5% | | **Target** | **0%** | **50%** | **50%** | | Reading | 2016 | 9.1% | 45.5% | 45.5% | | **Target** | **5%** | **45%** | **50%** | | Spelling | 2016 | 18.2% | 36.4% | 45.5% | | **Target** | **10%** | **40%** | **50%** | | Writing | 2016 | 9.1% | 45.5% | 45.5% | | **Target** | **5%** | **45%** | **50%** |      1. To increase the percentage of students in the top two bands in NAPLAN  |  |  |  |  | | --- | --- | --- | --- | |  |  | Year 3 | Year 5 | | G&P | 2016 | 58.8% | 36.4% | | **Target** | **60%** | **40%** | | Numeracy | 2016 | 35.3% | 36.4% | | **Target** | **40%** | **40%** | | Reading | 2016 | 53% | 36.4% | | **Target** | **60%** | **40%** | | Spelling | 2016 | 58.8% | 36.4% | | **Target** | **60%** | **40%** | | Writing | 2016 | 76.5% | 36.4% | | **Target** | **80%** | **40%** |      1. To increase the percentage of students achieving the highest levels of achievement according to Teacher Judgements (A&B)  |  |  |  | | --- | --- | --- | |  |  | P-6 | | Reading & viewing | 2016 | 62% | | **Target** | **70%** | | Speaking & listening | 2016 | 33% | | **Target** | **40%** | | Writing | 2016 | 47% | | **Target** | **55%** | | Measurement & geometry | 2016 | 28% | | **Target** | **40%** | | Number & algebra | 2016 | 40% | | **Target** | **50%** | | Statistics & probability | 2016 | 18% | | **Target** | **30%** | | Science as a human endeavor | 2016 | 15% | | **Target** | **30%** | | Science inquiry skills | 2016 | 13% | | **Target** | **25%** | | Science understanding | 2016 | 20% | | **Target** | **25%** |   4. To increase Staff opinion survey results in the following components:   |  |  |  | | --- | --- | --- | | **Component percentage endorsement - climate** | 2016 | **Target** | | Academic emphasis | 84.4% | **90%** | | Teacher collaboration | 65% | **88%** | | Collective focus on student learning | 85% | **90%** | | Staff trust in colleagues | 80% | **90%** | | Guaranteed & viable curriculum | 75% | **85%** | | **Component percentage endorsement – Staff safety & wellbeing** | 2016 | **Target** | | Staff professional safety | 40% | **60%** | | Staff Safety and Wellbeing Consultation and Participation | 15% | **40%** |     Improved rating from ‘evolving’ to ‘embedding’ of teaching practices and curriculum and assessment processes against the FISO  Continuum |
| Key Improvement Strategy 2.a Building practice excellence | Embed the agreed and documented instructional model incorporating high-impact teaching strategies such as questioning, explicit teaching to learning intentions and success criteria and a common lesson structure. |
| Key Improvement Strategy 2.b Building practice excellence | Further develop a curriculum plan that reflects the school’s vision, priorities, values and pedagogical practices and identifies essential learning skills required for each grade level with a focus on writing. |
| Key Improvement Strategy 2.c Building practice excellence | Implement the PLC framework to embed a culture of continuous improvement focused on improving student learning outcomes. |
| Goal 3 | Increase student voice, engagement and motivation |
| Target 3.1 | To increase Staff opinion survey results in the following components:   |  |  |  | | --- | --- | --- | | **Component percentage endorsement - climate** | 2016 | **Target** | | Collective efficacy | 91% | **95%** | | Teacher collaboration | 65% | **88%** | | Collective focus on student learning | 85% | **90%** | | Staff trust in colleagues | 80% | **90%** | | Guaranteed & viable curriculum | 75% | **85%** |     Reduce the number of student absences as follows:   |  |  |  | | --- | --- | --- | | **Level** | 2016 | **Target** | | Prep | 10.96 | **8** | | 1 | 8.95 | **8** | | 2 | 10.08 | **8** | | 3 | 12.15 | **10** | | 4 | 11.10 | **9** | | 5 | 10.86 | **9** | | 6 | 7.55 | **7** | | P-6 | 10.48 | **8.5** |     Increase Parent Opinion Survey results in the following components:   |  |  |  | | --- | --- | --- | | **Component mean** | **2016** | **Target** | | Stimulating learning | 5.99 | **6.1** | | Classroom behaviour | 4.04 | **4.5** | | Student motivation | 6.04 | **6.2** | | School connectedness | 5.82 | **6.0** | |
| Key Improvement Strategy 3.a Intellectual engagement and self-awareness | To further strengthen teaching practices which purposefully engage and motivate students and offer opportunities for students to have a voice, take responsibility for, and contribute to their own learning. |

**Select Annual Goals and KIS**

|  |  |  |  |
| --- | --- | --- | --- |
| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| 2021 Semester 1 Half-Year Implementation Plan | Yes | Support for the 2021 Priorities | By the conclusion of Term 2 2021, the school would like to have met the following targets:  KIS 1a - For 100% of students to make six months growth in a six-month period in reading and number.  - According to SSS, for school climate endorsement to increase from 75% to 90%, with particular focus on Guaranteed and Viable Curriculum (58% to 90%) and Teacher Collaboration (66% to 90%).  KIS 1b - According to POS, for positive endorsement of Student Development to increase from 76% to 86%.  - According to ATSS, for positive endorsement of Teacher Concern to increase from 94% to 100%.  KIS 1c - According to POS, for positive endorsement of Teacher Communication to increase from 54% to 74%. |
| To achieve high learning growth in literacy and numhghgh | No | 1. Improve relative growth in literacy and numeracy as measured by NAPLAN grade 3 to 5  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | Low | Medium | High | | G&P | 2016 | 18.2% | 36.4% | 45.5% | | **Target** | **10%** | **40%** | **50%** | | Numeracy | 2016 | 0% | 54.5% | 45.5% | | **Target** | **0%** | **50%** | **50%** | | Reading | 2016 | 9.1% | 45.5% | 45.5% | | **Target** | **5%** | **45%** | **50%** | | Spelling | 2016 | 18.2% | 36.4% | 45.5% | | **Target** | **10%** | **40%** | **50%** | | Writing | 2016 | 9.1% | 45.5% | 45.5% | | **Target** | **5%** | **45%** | **50%** |      1. To increase the percentage of students in the top two bands in NAPLAN  |  |  |  |  | | --- | --- | --- | --- | |  |  | Year 3 | Year 5 | | G&P | 2016 | 58.8% | 36.4% | | **Target** | **60%** | **40%** | | Numeracy | 2016 | 35.3% | 36.4% | | **Target** | **40%** | **40%** | | Reading | 2016 | 53% | 36.4% | | **Target** | **60%** | **40%** | | Spelling | 2016 | 58.8% | 36.4% | | **Target** | **60%** | **40%** | | Writing | 2016 | 76.5% | 36.4% | | **Target** | **80%** | **40%** |      1. To increase the percentage of students achieving the highest levels of achievement according to Teacher Judgements (A&B)  |  |  |  | | --- | --- | --- | |  |  | P-6 | | Reading & viewing | 2016 | 62% | | **Target** | **70%** | | Speaking & listening | 2016 | 33% | | **Target** | **40%** | | Writing | 2016 | 47% | | **Target** | **55%** | | Measurement & geometry | 2016 | 28% | | **Target** | **40%** | | Number & algebra | 2016 | 40% | | **Target** | **50%** | | Statistics & probability | 2016 | 18% | | **Target** | **30%** | | Science as a human endeavor | 2016 | 15% | | **Target** | **30%** | | Science inquiry skills | 2016 | 13% | | **Target** | **25%** | | Science understanding | 2016 | 20% | | **Target** | **25%** |   4. To increase Staff opinion survey results in the following components:   |  |  |  | | --- | --- | --- | | **Component percentage endorsement - climate** | 2016 | **Target** | | Academic emphasis | 84.4% | **90%** | | Teacher collaboration | 65% | **88%** | | Collective focus on student learning | 85% | **90%** | | Staff trust in colleagues | 80% | **90%** | | Guaranteed & viable curriculum | 75% | **85%** | | **Component percentage endorsement – Staff safety & wellbeing** | 2016 | **Target** | | Staff professional safety | 40% | **60%** | | Staff Safety and Wellbeing Consultation and Participation | 15% | **40%** |     Improved rating from ‘evolving’ to ‘embedding’ of teaching practices and curriculum and assessment processes against the FISO  Continuum |  |
| Increase student voice, engagement and motivation | No | To increase Staff opinion survey results in the following components:   |  |  |  | | --- | --- | --- | | **Component percentage endorsement - climate** | 2016 | **Target** | | Collective efficacy | 91% | **95%** | | Teacher collaboration | 65% | **88%** | | Collective focus on student learning | 85% | **90%** | | Staff trust in colleagues | 80% | **90%** | | Guaranteed & viable curriculum | 75% | **85%** |     Reduce the number of student absences as follows:   |  |  |  | | --- | --- | --- | | **Level** | 2016 | **Target** | | Prep | 10.96 | **8** | | 1 | 8.95 | **8** | | 2 | 10.08 | **8** | | 3 | 12.15 | **10** | | 4 | 11.10 | **9** | | 5 | 10.86 | **9** | | 6 | 7.55 | **7** | | P-6 | 10.48 | **8.5** |     Increase Parent Opinion Survey results in the following components:   |  |  |  | | --- | --- | --- | | **Component mean** | **2016** | **Target** | | Stimulating learning | 5.99 | **6.1** | | Classroom behaviour | 4.04 | **4.5** | | Student motivation | 6.04 | **6.2** | | School connectedness | 5.82 | **6.0** | |  |

|  |  |  |
| --- | --- | --- |
| Goal 1 | 2021 Semester 1 Half-Year Implementation Plan | |
| 12 Month Target 1.1 | By the conclusion of Term 2 2021, the school would like to have met the following targets:  KIS 1a - For 100% of students to make six months growth in a six-month period in reading and number.  - According to SSS, for school climate endorsement to increase from 75% to 90%, with particular focus on Guaranteed and Viable Curriculum (58% to 90%) and Teacher Collaboration (66% to 90%).  KIS 1b - According to POS, for positive endorsement of Student Development to increase from 76% to 86%.  - According to ATSS, for positive endorsement of Teacher Concern to increase from 94% to 100%.  KIS 1c - According to POS, for positive endorsement of Teacher Communication to increase from 54% to 74%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Accelerating learning | Yes |
| **KIS 2**  Health and wellbeing | Happy, active and healthy kids | Yes |
| **KIS 3**  Parents and carers as partners | Connected schools | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021. | |

**Define Actions, Outcomes and Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | 2021 Semester 1 Half-Year Implementation Plan | | | | |
| 12 Month Target 1.1 | By the conclusion of Term 2 2021, the school would like to have met the following targets:  KIS 1a - For 100% of students to make six months growth in a six-month period in reading and number.  - According to SSS, for school climate endorsement to increase from 75% to 90%, with particular focus on Guaranteed and Viable Curriculum (58% to 90%) and Teacher Collaboration (66% to 90%).  KIS 1b - According to POS, for positive endorsement of Student Development to increase from 76% to 86%.  - According to ATSS, for positive endorsement of Teacher Concern to increase from 94% to 100%.  KIS 1c - According to POS, for positive endorsement of Teacher Communication to increase from 54% to 74%. | | | | |
| KIS 1 Building practice excellence | Accelerating learning | | | | |
| **Actions** | Action 1: Curriculum Development - Skipton Primary School has begun to develop a school-wide plan for instruction, curriculum and assessment for Number & Algebra. Currently, each teacher uses a different model of instruction and the assessment tools are varied across year levels. This work is essential to provide a consistent instructional model and to enable more targeted collaboration between staff at the school.   Action 2: Implementing PLCs - Staff at the school are highly supportive of each other's practice and development, however there not a dedicated space for staff to collaborate to improve teaching practice and learning outcomes. In 2020, the staff collaborated effectively to create P-6 learning packs to support remote learning. The next step in 2021 is to establish Professional Learning Communities, to increase the embedding of the High Impact Teaching Strategies and increase data literacy. Effective implementation of PLCs will deliver increased learning outcomes for students.  Action 3: Tutor Learning Initiative - Students at the school will participate in the tutor learning initiative. Using teacher judgement data from the 2020 school year, staff and the Principal will identify students (across all learning areas) that have not made 1 year's growth in a year in the areas of Reading, Writing and Number. These students will be supported with targeted, extra tuition in these areas. The tuition will be a mixed approach, with some sessions being a withdrawal from normal classes for targeted skill development. Other sessions will be the tutor alongside the classroom teacher, taking a focus group. | | | | |
| **Outcomes** | Action 1: Curriculum Development - The principal will provide time for professional learning, provide safe feedback on the number and algebra instruction and model teaching in classrooms. Teachers will embed a best-practice instructional model and implement a guaranteed and viable curriculum for students. Students will be able to describe the usual structure of a lesson and the learning goal for each session.  Action 2: Implementing PLCs - The principal will lead staff in data-based conversations that lead to improved outcomes for students. Teachers will collaborate to focus on the learning needs of a small cohort of students and take risks in their own practice to further embed the High Impact Teaching Strategies. Students will participate in learning that is differentiated to their zone of proximal development and will be able to provide feedback if the work is 'too easy, too hard or just right.'  Action 3: Tutor Learning Initiative - The principal will monitor the tutor learning program's impact on student learning. Teachers and the tutor will collaborate to establish learning goals for each student. Students will be able to describe their individual learning goal and describe the purpose of the tuition. | | | | |
| **Success Indicators** | Through the implementation of highly effective PLCs, the implementation of the tutor learning initiative and the development of a school-wide curriculum plan in Number and Algebra, the following areas of the self-evaluation could move from Emerging to Embedding by the end of Term 2, 2021: - The school implements high-impact teaching strategies. - The curriculum plan is developed, documented and monitored. - Leaders use human resources strategically. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| The F-6 curriculum (I Can statements) is published. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| The number & algebra strategies continuum is published. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| The number & algebra toolkit is established in a common place for staff to access. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| The mathematics instructional model is published. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Teachers and support staff will be enabled to participate in one hour of PLC time per week. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $25,000.00  🞎 Equity funding will be used |
| School will employ tutor/s to support learning acceleration. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $25,000.00  🗹 Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids | | | | |
| **Actions** | The school has had a focus on the implementation of the Resilience Project curriculum in 2019. In 2020, some of this expertise was shared and implemented into learning programs during the periods of school closure. In 2021, the school will look to ensure this curriculum is implemented in all classrooms. | | | | |
| **Outcomes** | The principal will provide meeting time to support the professional learning for staff and monitor its implementation. Teachers will implement the Resilience Project curriculum effectively and consistently. Students will be able to describe elements of the program and the impacts on their own health and wellbeing. | | | | |
| **Success Indicators** | Through the focus on the Resilience Project curriculum, it is expected that the FISO dimension of the school strengthens the health and wellbeing of students could progress from Evolving to Embedding by the middle of the school year. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| During Term 2, staff will undertake professional learning in the Resilience Project and embed this approach into classrooms. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 2 | $3,000.00  🗹 Equity funding will be used |
| During Term 2, principal will monitor and provide safe feedback on the implementation of the Resilience Project curriculum. | | 🗹 Principal | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| KIS 3 Parents and carers as partners | Connected schools | | | | |
| **Actions** | The school will develop a common and inclusive approach to communicating with parents. According the the Parent Opinion Survey in 2020, just 54% of respondents positively endorsed teacher communication. Some actions that the school will undertake include: - develop a clear ILP policy. - reviewing and taking feedback on our current communication with families. | | | | |
| **Outcomes** | Parents will have a strong connection with their child's teacher and describe feeling involved in the learning process. Principal will ensure that time is prioritized to communicate and build relationships with parents. Parents and staff will be able to describe when communication happens, what form it takes and the expectations. | | | | |
| **Success Indicators** | Through the focus on establishing positive partnerships with parents and guardians, it is expected that the FISO dimension of home learning connects with school learning could progress from Evolving to Embedding by the middle of the school year. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Principal will provide allocated time to support connection with families. | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Staff will develop a whole-school approach to parent engagement. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| The school will invest funds to create an engaging environment in classrooms. The school will invest in a re-vamped creative play shed and explore the possibility of sensory gardens and play spaces. | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 1 | $30,000.00  🗹 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $58,000.00 | $7,258.00 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $58,000.00 | $7,258.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| School will employ tutor/s to support learning acceleration. | from: Term 1  to: Term 2 | 🗹 School-based staffing | $25,000.00 | $3,000.00 |
| During Term 2, staff will undertake professional learning in the Resilience Project and embed this approach into classrooms. | from: Term 2  to: Term 2 | 🗹 Professional development (excluding CRT costs and new FTE) | $3,000.00 | $1,000.00 |
| The school will invest funds to create an engaging environment in classrooms. The school will invest in a re-vamped creative play shed and explore the possibility of sensory gardens and play spaces. | from: Term 1  to: Term 1 | 🗹 Other  Upgrades to learning spaces, more inclusive tools (such as OT recources) and a sensory garden. | $30,000.00 | $3,258.00 |
| **Totals** | | | $58,000.00 | $7,258.00 |

Additional Equity spend

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2021** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| **Totals** | | | $0.00 | $0.00 |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| The F-6 curriculum (I Can statements) is published. | 🗹 Teacher(s) | from: Term 1  to: Term 1 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Pedagogical Model  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| The number & algebra strategies continuum is published. | 🗹 Teacher(s) | from: Term 1  to: Term 1 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| The number & algebra toolkit is established in a common place for staff to access. | 🗹 Teacher(s) | from: Term 1  to: Term 1 | 🗹 Design of formative assessments  🗹 Curriculum development  🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| The mathematics instructional model is published. | 🗹 Teacher(s) | from: Term 2  to: Term 2 | 🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Pedagogical Model  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Teachers and support staff will be enabled to participate in one hour of PLC time per week. | 🗹 Teacher(s) | from: Term 1  to: Term 2 | 🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| During Term 2, staff will undertake professional learning in the Resilience Project and embed this approach into classrooms. | 🗹 Teacher(s) | from: Term 2  to: Term 2 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Principal will provide allocated time to support connection with families. | 🗹 Principal | from: Term 1  to: Term 1 | 🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Staff will develop a whole-school approach to parent engagement. | 🗹 Teacher(s) | from: Term 1  to: Term 1 | 🗹 Planning | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |