

2024 Annual Implementation Plan

for improving student outcomes

Monmia Primary School (5336)



Submitted for review by Lorraine Bell (School Principal) on 25 January, 2024 at 02:36 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
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>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Optimise learning growth for all students in Literacy and Numeracy.	Yes	<p>Increase the percentage of students making above NAPLAN benchmark growth Years 3–5 in:</p> <ul style="list-style-type: none"> • Writing: from 17% in 2021 to 25% in 2026 • Reading: from 17% in 2021 to 25% in 2026 • Numeracy: from 27% in 2021 to 30% in 2026 <p>Decrease the percentage of students making below NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> • Writing: from 48% in 2021 to 25% in 2026 • Reading: from 30% in 2021 to 25% in 2026 • Numeracy: from 18% in 2021 to 15% in 2026 	<p>Increase the proportion of students in the 'exceeding' proficiency in NAPLAN: Year 3 Writing: from 8% in 2023 to 16% in 2024 Reading: from 17% in 2023 to 34% in 2024 Numeracy: from 18% in 2023 to 36% in 2024 Increase the proportion of students in the 'exceeding' proficiency in NAPLAN: Year 5 Writing: from 16% in 2023 to 37% in 2024 Reading: from 21% in 2023 to 42% in 2024 Numeracy: from 16% in 2023 to 37% in 2024 Decrease the proportion of students in the 'needs additional support' proficiency in NAPLAN: Year 3 Writing: from 24% in 2023 to 16% in 2024 Reading: from 20% in 2023 to 13% in 2024 Numeracy: from 21% in 2023 to 14% in 2024 Decrease the proportion of students in the 'needs additional support' proficiency in NAPLAN: Year 5 Writing: from 24% in 2023 to 16% in 2024 Reading: from</p>

			32% in 2023 to 16% in 2024 Numeracy: from 32% in 2023 to 21% in 2024
		Increase the percentage of students (average Year 1–6) making above expected growth (Semester 2–2) as assessed by teacher judgements in: <ul style="list-style-type: none"> • Reading and viewing: from 19% in 2020/21 to 25% in 2025/26 • Writing: from 10% in 2020/21 to 25% in 2025/26 • Number and algebra: from 13% in 2020/21 to 25% in 2025/26 	Increase the percentage of students (average Year 1–6) making above expected growth (Semester 2–2) as assessed by teacher judgements in: <ul style="list-style-type: none"> • Reading and viewing: from 26% in 2021/2022 to be maintained in 2023/2024 • Writing: from 24% in 2021/2022 to 25% in 2023/2024 • Number and algebra: from 16% in 2021/2022 to 20% in 2023/2024
		Increase the percent positive responses on the SSS in the factors: <ul style="list-style-type: none"> • Collective efficacy: from 66% in 2021 to 75% in 2026 • Teacher collaboration: from 58% in 2021 to 75% in 2026 • Understand how to analyse data: from 36% in 2021 to 75% in 2026 • Time to share pedagogical content knowledge: from 45% in 2021 to 75% in 2026 • Professional learning through peer observation: from 18% in 2021 to 75% in 2026 	Increase the percent positive responses on the SSS in the factors: <ul style="list-style-type: none"> • Collective efficacy: from 84% in 2023 to be maintained in 2024 • Teacher collaboration: from 78% in 2023 to be maintained in 2024 • Understand how to analyse data: from 92% in 2023 to be maintained in 2024 • Time to share pedagogical content knowledge: from 75% in 2023 to be maintained in 2024 • Professional learning through peer observation: from 58% in 2023 to 66% in 2024
		Increase the percent positive responses on the AtoSS in the factors : <ul style="list-style-type: none"> • Differentiated learning challenge: from 84% in 2022 to 90% in 2026 • Stimulated learning: from 80% in 2022 to 90% in 2026 • Motivation and interest: from 76% in 2022 to 80% in 2026 • Teacher concern: from 70% in 2022 to 80% in 2026 	Increase the percent positive responses on the AtoSS in the factors: <ul style="list-style-type: none"> • Differentiated learning challenge: from 88% in 2023 to 90% in 2024 • Stimulated learning: from 84% in 2023 to 87% in 2024 • Motivation and interest: from 75% in 2023 to 77% in 2024 • Teacher concern: from 78% in 2023 to 80% in 2024
Empower all students to be self–regulating learners who are actively engaged in their learning.	Yes	Increase the percent positive responses on the AtoSS in the factors : <ul style="list-style-type: none"> • Self–regulation and goal setting: from 78% in 2022 to 85% in 2026 	Increase the percent positive responses on the AtoSS in the factors: <ul style="list-style-type: none"> • Self–regulation and goal setting: from 79% in 2023 to 83% in 2024

		<p>Increase the percent positive responses on the SSS in the factors :</p> <ul style="list-style-type: none"> • Seek feedback to improve practice: from 36% in 2021 to 80% in 2026 • Promote student ownership of learning goals: from 55% in 2021 to 80% in 2026 • Use student feedback to improve practice: from 45% in 2021 to 80% in 2026 	<p>Increase the percent positive responses on the SSS in the factors :Seek feedback to improve practice: from 100% in 2023 to be maintained in 2024Promote student ownership of learning goals: from 100% in 2023 to be maintained in 2024Use student feedback to improve practice: from 92% in 2023 to be maintained in 2024</p>
		<p>Increase the percent positive responses on the POS in the factors :</p> <ul style="list-style-type: none"> • Student motivation and support: from 79% in 2022 to 90% in 2026 • Student agency and voice: from 80% in 2022 to 90% in 2026 • Teacher communication: from 67% in 2022 to 90% in 2026 	<p>Increase the percent positive responses on the POS in the factors :Student motivation and support: from 83% in 2023 to 87% in 2024Student agency and voice: from 85% in 2023 to 87% in 2024Teacher communication: from 81% in 2023 to 85% in 2024</p>
<p>Strengthen social and emotional competencies, and resilience, for all students.</p>	<p>Yes</p>	<p>Increase the percent positive responses on the AtoSS in the factors :</p> <ul style="list-style-type: none"> • Sense of confidence: from 60% in 2022 to 80% in 2026 • Perseverance from 65% in 2022 to 80% in 2026 	<p>Increase the percent positive responses on the AtoSS in the factors Sense of confidence: from 65% in 2023 to 72% in 2024Perseverance from 70% in 2023 to 75% in 2024</p>
		<p>Increase the percent positive responses on the SSS in the factors :</p> <ul style="list-style-type: none"> • Support growth and learning of whole child: from 55% in 2021 to 80% in 2026 	<p>Increase the percent positive responses on the AtoSS in the factors Sense of confidence: from 65% in 2023 to 72% in 2024Perseverance from 70% in 2023 to 75% in 2024</p>
		<p>Increase the percent positive responses on the POS in the factors :</p> <ul style="list-style-type: none"> • Confidence and resiliency skills: from 87% in 2022 to 90% in 2026 	<p>Increase the percent positive responses on the POS in the factors :Confidence and resiliency skills: from 89% in 2023 to 90% in 2024</p>
		<p>Decrease the percentage of students with 20 plus days absence from 33% in 2021 to 25% in 2026</p>	<p>Decrease the percentage of students with 20 plus days absence from 50% in 2023 to 35% in 2024</p>

Goal 2	Optimise learning growth for all students in Literacy and Numeracy.
12-month target 2.1-month target	<p>Increase the proportion of students in the 'exceeding' proficiency in NAPLAN: Year 3 Writing: from 8% in 2023 to 16% in 2024 Reading: from 17% in 2023 to 34% in 2024 Numeracy: from 18% in 2023 to 36% in 2024</p> <p>Increase the proportion of students in the 'exceeding' proficiency in NAPLAN: Year 5 Writing: from 16% in 2023 to 37% in 2024 Reading: from 21% in 2023 to 42% in 2024 Numeracy: from 16% in 2023 to 37% in 2024</p> <p>Decrease the proportion of students in the 'needs additional support' proficiency in NAPLAN: Year 3 Writing: from 24% in 2023 to 16% in 2024 Reading: from 20% in 2023 to 13% in 2024 Numeracy: from 21% in 2023 to 14% in 2024</p> <p>Decrease the proportion of students in the 'needs additional support' proficiency in NAPLAN: Year 5 Writing: from 24% in 2023 to 16% in 2024 Reading: from 32% in 2023 to 16% in 2024 Numeracy: from 32% in 2023 to 21% in 2024</p>
12-month target 2.2-month target	<p>Increase the percentage of students (average Year 1–6) making above expected growth (Semester 2–2) as assessed by teacher judgements in: Reading and viewing: from 26% in 2021/2022 to be maintained in 2023/2024 Writing: from 24% in 2021/2022 to 25% in 2023/2024 Number and algebra: from 16% in 2021/2022 to 20% in 2023/2024</p>
12-month target 2.3-month target	<p>Increase the percent positive responses on the SSS in the factors: Collective efficacy: from 84% in 2023 to be maintained in 2024 Teacher collaboration: from 78% in 2023 to be maintained in 2024</p>

	<p>Understand how to analyse data: from 92% in 2023 to be maintained in 2024</p> <p>Time to share pedagogical content knowledge: from 75% in 2023 to be maintained in 2024</p> <p>Professional learning through peer observation: from 58% in 2023 to 66% in 2024</p>	
12-month target 2.4-month target	<p>Increase the percent positive responses on the AtoSS in the factors:</p> <p>Differentiated learning challenge: from 88% in 2023 to 90% in 2024</p> <p>Stimulated learning: from 84% in 2023 to 87% in 2024</p> <p>Motivation and interest: from 75% in 2023 to 77% in 2024</p> <p>Teacher concern: from 78% in 2023 to 80% in 2024</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 2.a Assessment	Continue building teacher capacity, within PLCs, to collaboratively use formative assessment to plan a program that meets each student's point of learning.	Yes
KIS 2.b Leadership	Strengthen instructional leaders' capacity to guide collaborative PLC teams in the areas of assessment, improved pedagogy, and curriculum planning and lead a PLC-based system of peer observations.	No
KIS 2.c Assessment	In collaborative PLC teams, engage in systematic inquiry into the impact of teaching practice on student learning in order to inform enhanced pedagogy across the whole school.	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.	It is still the view from the School Improvement Team, that student learning growth in Literacy and Numeracy would be improved if teacher capacity were further developed. The work of PLCs to analyse and use data to plan a genuinely personalised program, is essential in impacting on student learning in a positively. Instructional leadership was regarded as critical to providing more support to teachers through mentoring, modelling, coaching and planning in collaborative teams. Teachers' capacity to inquire and reflect on their impact on student learning will also be crucial to improving pedagogy.	
Goal 3	Empower all students to be self-regulating learners who are actively engaged in their learning.	
12-month target 3.1-month target	<p>Increase the percent positive responses on the AtoSS in the factors:</p> <p>Self-regulation and goal setting: from 79% in 2023 to 83% in 2024</p>	

12-month target 3.2-month target	Increase the percent positive responses on the SSS in the factors : Seek feedback to improve practice: from 100% in 2023 to be maintained in 2024 Promote student ownership of learning goals: from 100% in 2023 to be maintained in 2024 Use student feedback to improve practice: from 92% in 2023 to be maintained in 2024	
12-month target 3.3-month target	Increase the percent positive responses on the POS in the factors : Student motivation and support: from 83% in 2023 to 87% in 2024 Student agency and voice: from 85% in 2023 to 87% in 2024 Teacher communication: from 81% in 2023 to 85% in 2024	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 3.a Engagement	Further develop and document a consistent whole-school strategy to empower students and develop self-regulating learners.	No
KIS 3.b Engagement	Further build student capacity to co-construct challenging learning goals, learning intentions and success criteria with teachers; and monitor their own learning growth.	Yes
KIS 3.c Engagement	Enhance feedback to and from students; to improve student motivation, self-efficacy, and achievement.	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.	Given that the school has only entered the School-Wide Positive Behaviour Support (SWPBS) Initiative in 2023, it was strongly agreed that in order to implement wellbeing practices consistently we would need to stay the course and be guided by SWPBS Coach and SWPBS Team. It was agreed that the behaviour of a small number of students with challenging behaviours would be better managed through positive support, as well as through established behaviour management processes and the development of acceptable behaviour matrices. Attendance was noted as another strong focus, where high absence rates would be reduced.	
Goal 4	Strengthen social and emotional competencies, and resilience, for all students.	

12-month target 4.1-month target	Increase the percent positive responses on the AtoSS in the factors Sense of confidence: from 65% in 2023 to 72% in 2024 Perseverance from 70% in 2023 to 75% in 2024	
12-month target 4.2-month target	Increase the percent positive responses on the AtoSS in the factors Sense of confidence: from 65% in 2023 to 72% in 2024 Perseverance from 70% in 2023 to 75% in 2024	
12-month target 4.3-month target	Increase the percent positive responses on the POS in the factors : Confidence and resiliency skills: from 89% in 2023 to 90% in 2024	
12-month target 4.4-month target	Decrease the percentage of students with 20 plus days absence from 50% in 2023 to 35% in 2024	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 4.a Support and resources	Develop a positive school culture that promotes inclusion and wellbeing, based on SWPBS.	Yes
KIS 4.b Teaching and learning	Review and refine the school's social and emotional curriculum.	No
KIS 4.c Support and resources	Build staff capacity to support and respond to social, emotional and wellbeing needs of students.	No
KIS 4.d Support and resources	Further embed a whole school approach to improving attendance.	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.	School-Wide Positive Behaviour Support (SWPBS) was agreed to be the framework that would bring together the school community to develop positive, safe, supportive learning cultures. SWPBS will assist the school in improving social, emotional, behavioural and academic outcomes for children and young people.	

Define actions, outcomes, success indicators and activities

Goal 2	Optimise learning growth for all students in Literacy and Numeracy.
12-month target 2.1 target	<p>Increase the proportion of students in the 'exceeding' proficiency in NAPLAN: Year 3 Writing: from 8% in 2023 to 16% in 2024 Reading: from 17% in 2023 to 34% in 2024 Numeracy: from 18% in 2023 to 36% in 2024</p> <p>Increase the proportion of students in the 'exceeding' proficiency in NAPLAN: Year 5 Writing: from 16% in 2023 to 37% in 2024 Reading: from 21% in 2023 to 42% in 2024 Numeracy: from 16% in 2023 to 37% in 2024</p> <p>Decrease the proportion of students in the 'needs additional support' proficiency in NAPLAN: Year 3 Writing: from 24% in 2023 to 16% in 2024 Reading: from 20% in 2023 to 13% in 2024 Numeracy: from 21% in 2023 to 14% in 2024</p> <p>Decrease the proportion of students in the 'needs additional support' proficiency in NAPLAN: Year 5 Writing: from 24% in 2023 to 16% in 2024 Reading: from 32% in 2023 to 16% in 2024 Numeracy: from 32% in 2023 to 21% in 2024</p>
12-month target 2.2 target	<p>Increase the percentage of students (average Year 1–6) making above expected growth (Semester 2–2) as assessed by teacher judgements in: Reading and viewing: from 26% in 2021/2022 to be maintained in 2023/2024 Writing: from 24% in 2021/2022 to 25% in 2023/2024 Number and algebra: from 16% in 2021/2022 to 20% in 2023/2024</p>
12-month target 2.3 target	Increase the percent positive responses on the SSS in the factors:

	<p>Collective efficacy: from 84% in 2023 to be maintained in 2024 Teacher collaboration: from 78% in 2023 to be maintained in 2024 Understand how to analyse data: from 92% in 2023 to be maintained in 2024 Time to share pedagogical content knowledge: from 75% in 2023 to be maintained in 2024 Professional learning through peer observation: from 58% in 2023 to 66% in 2024</p>
12-month target 2.4 target	<p>Increase the percent positive responses on the AtoSS in the factors: Differentiated learning challenge: from 88% in 2023 to 90% in 2024 Stimulated learning: from 84% in 2023 to 87% in 2024 Motivation and interest: from 75% in 2023 to 77% in 2024 Teacher concern: from 78% in 2023 to 80% in 2024</p>
KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Continue building teacher capacity, within PLCs, to collaboratively use formative assessment to plan a program that meets each student's point of learning.
Actions	<p>Realign school-based assessment schedule along a learning continuum so that PLCs deliberately select assessment tools based on student learning needs.</p> <p>Build teacher knowledge to use and analyse data to differentiate deep learning and progress for students.</p>
Outcomes	<p>Students will: Receive support at the point of learning need. Co-construct and articulate their learning goals. Self-assess and peer assess against a rubric and success criteria.</p> <p>Teachers will Implement regular conferences to co-construct learning goals. Use the FISO 2.0 Inquiry Cycle to drive planning and measure student learning impact. Access the Literacy and Numeracy Portal and suite of evidence-based resources to lead best practice.</p> <p>Leaders will:</p>

	<p>Model a data focused mindset and refer to evidence to support decisions. Articulate and model the High Impact Teaching Strategies when coaching. Support staff to improve their data and differentiated practices by prioritising time to review assessment schedule.</p>
<p>Success Indicators</p>	<p>EARLY Students: Track and monitor their learning goals in Reading Journals and Maths Workbook.</p> <p>Teachers: PLC minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data. Work programs demonstrates differentiated student support in small, focussed teaching groups, to allow students to meet their learning goals in Literacy and Numeracy. Data walls visible in all PLCs and used to guide weekly planning, future planning and measure student growth in Literacy and Numeracy.</p> <p>Leaders: Feedback notes from Learning Walks and Talks show that staff are implementing effective differentiation practices.</p> <p>LATER Students: Self-assess their work, using success criteria and rubrics evidenced through work samples in Literacy and Numeracy.</p> <p>Teachers: Learning Walks and Talks using the Dr Lyn Sharratt model verifies assessment capable students. Consistent delivery of common assessment tasks in Literacy and Numeracy across PLCs and teacher judgement made through a robust moderation process.</p> <p>Leaders: Whole School data based demonstrates that every student has completed a range of assessments and there is evidence of student growth. Increased proportion of students in the top 2 bands in NAPLAN Writing, Reading and Numeracy. Teacher judgement aligns with NAPLAN Writing, Reading and Numeracy student results. Documented whole school assessment schedule.</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Monitor and track P-6 student progress in reading and Number and Algebra as a School Improvement Team	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Employ 0.6 Tutor Learning Teacher to deliver intervention in Reading, using Levelled Literacy Intervention, English Online Interview and Numeracy- Number and Algebra, using Mathematics Online Interview and PAT.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
0.20 Literacy and 0.20 Numeracy Coaching support provided to lead Literacy and Numeracy across P-6 and facilitate Case Management Meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$60,210.12 <input checked="" type="checkbox"/> Equity funding will be used
Whole School Data wall demonstrates student progress in reading in Fountas and Pinnell and points of growth in Numeracy- Number and Algebra.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Professional Learning in Literacy- Reading and Number and Algebra delivered at a whole staff level each term.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide teachers with access to 0.15 Literacy and Numeracy Instructional Leader modelling high impact teaching strategies though peer observation and teacher release	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Access Professional learning opportunities for tutor delivering TLI in Reading and Number facilitated through the Region and Victorian Academy of Teaching and Leadership.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Utilise DSSI and EIL support to use formative assessment to monitor teacher impact on student learning during PLC collaborative planning.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Utilise the Literacy and Numeracy Portal to support teachers to improve their instructional practice in Reading and Numeracy- Number and Algebra.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Subscribe to EdConnect and utilise volunteer support onsite to enhance the reading program in P-2.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$415.80
Utilise the network community of practice professional learning to enhance teachers pedagogy in Reading and Numeracy- Number and Algebra through teacher release if required.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Monitor the implementation of the whole school assessment	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 4	
Complete Learning Walks and Talks of current PLC practices.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Review formative assessment strategies implemented across P-6 and provide CRT release for F-2 teachers to conduct assessment with students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide professional learning for staff and or CRT release in disability inclusion profile meetings.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,575.08 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Equity Funding used to release NAPLAN Coordinator to implement a successful online assessment and CRT release for PLC data analysis.	<input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$47,954.64 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	Empower all students to be self-regulating learners who are actively engaged in their learning.
12-month target 3.1 target	Increase the percent positive responses on the AtoSS in the factors: Self-regulation and goal setting: from 79% in 2023 to 83% in 2024
12-month target 3.2 target	Increase the percent positive responses on the SSS in the factors : Seek feedback to improve practice: from 100% in 2023 to be maintained in 2024 Promote student ownership of learning goals: from 100% in 2023 to be maintained in 2024 Use student feedback to improve practice: from 92% in 2023 to be maintained in 2024
12-month target 3.3 target	Increase the percent positive responses on the POS in the factors : Student motivation and support: from 83% in 2023 to 87% in 2024 Student agency and voice: from 85% in 2023 to 87% in 2024 Teacher communication: from 81% in 2023 to 85% in 2024
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further build student capacity to co-construct challenging learning goals, learning intentions and success criteria with teachers; and monitor their own learning growth.
Actions	Build teacher capacity to develop and monitor attainable learning goals that demonstrate a positive impact on student growth. Build student understanding of what makes a great learner, committed to enhancing skills and knowledge.
Outcomes	Students will: Co-construct their learning goals and practise key concepts identified to close the gap in their learning. Articulate their learning goals and their next steps in their learning. Have a growth mindset that allows them to understand that mistakes are opportunities for learning and how to experience being in the learning pit when completing learning tasks. Seek feedback from their teacher and peers. Teachers will : Teach explicitly to the point of need using various high impact teaching strategies.

	<p>Implement small focused teaching groups. Conference regularly with students in Literacy and Numeracy. Collaborate in PLCs to make reasonable adjustments in work programs to address student learning needs. Develop strong positive relationships with students giving specific feedback to students that allows self-regulation.</p> <p>Leaders will: Facilitate practical and relevant whole school professional learning to build teacher capacity and knowledge of precise learning intentions.</p>			
Success Indicators	<p>EARLY AND LATER Attitudes to School Survey data factor, Self - Regulation and Goal Setting will demonstrate a positive response. Positive responses in School Staff Survey in the factors: Promote student ownership of learning goals, Student Agency and Voice, Student Motivation and Support. Parent Opinion survey data factor, Student Agency and Voice, Student Motivation and support will demonstrate a positive response. Visibility of student goals (monitoring and tracking) in all classrooms. PLC data walls will provide evidence of student progress. Student written reflections will demonstrate high confidence levels, engagement and student learning progress. Work Programs will provide evidence of learning intentions and success criteria being differentiated for student improvement. Learning Intentions and Success Criteria will be referred to by teachers and students at the start, mid and end of the lesson. Student written reflections will incorporate learning intentions and success criteria. Case Management process verifies students are at the centre of learning, knowing what it is they need to do to improve with the support of the teacher through small focussed teaching.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implementation of the revised Monmia Instructional Model with fidelity.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Utilise evidence based practices, Lyn Sharratt- Clarity to lead the work of PLCs in planning and teaching.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Teaching and Learning Leaders to facilitate consistent documentation of Learning Intentions and Success Criteria in work programs.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Visibility of Learning Intentions and Success Criteria in all learning spaces utilised for learning and assessment purposes by students and teachers.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement research based Case Management approach evidenced by Lyn Sharratt to monitor and evaluate student learning and interventions.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 4	Strengthen social and emotional competencies, and resilience, for all students.			
12-month target 4.1 target	Increase the percent positive responses on the AtoSS in the factors Sense of confidence: from 65% in 2023 to 72% in 2024 Perseverance from 70% in 2023 to 75% in 2024			
12-month target 4.2 target	Increase the percent positive responses on the AtoSS in the factors Sense of confidence: from 65% in 2023 to 72% in 2024 Perseverance from 70% in 2023 to 75% in 2024			
12-month target 4.3 target	Increase the percent positive responses on the POS in the factors : Confidence and resiliency skills: from 89% in 2023 to 90% in 2024			
12-month target 4.4 target	Decrease the percentage of students with 20 plus days absence from 50% in 2023 to 35% in 2024			
KIS 4.a Responsive, tiered and contextualised approaches and	Develop a positive school culture that promotes inclusion and wellbeing, based on SWPBS.			

strong relationships to support student learning, wellbeing and inclusion	
Actions	Provide professional learning so that community members, staff, students and families have an understanding and commitment to School Wide Positive Behaviour Support. Develop an agreed statement of beliefs about expected student behaviour and discipline.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Use documented anchor charts to guide class routines and class expectations. Use positive phrasing and I can behaviour statements. Demonstrate expected behaviours in all learning spaces and during transitions. Participate actively in Restorative Circles for learning and emotional regulation. <p>Teachers will:</p> <ul style="list-style-type: none"> Complete and implement SWPBS professional learning facilitated by SWPBS Coach and school leader. Plan Social and Emotional Learning skills weekly following agreed school scope and sequence. Teach Social and Emotional Learning skills explicitly using Learning Intentions and Success Criteria in the mandated one hour block each block. Implement a class reward system which is visible and known to students. <p>Leaders will:</p> <ul style="list-style-type: none"> Appoint a SWPBS team with representation across the school that will complete the Tier 1 professional training, provide Professional Learning for whole staff and create an SWPBS Action Plan. Determine an equal emphasis to academic and behavioural outcomes in whole school planning teaching and learning.
Success Indicators	<p>EARLY AND LATER</p> <p>Students:</p> <ul style="list-style-type: none"> Decrease in unacceptable behaviours as analysed on SENTRAL Wellbeing Platform. <p>Teachers:</p> <ul style="list-style-type: none"> Social and Emotional Competencies Scope and Sequence published and implemented as per the work program. Class reward system is visible and monitored. <p>Leaders:</p>

	<p>Lead the school through the initial implementation of the SWPBS Tier 1 level using the documented action plan. Deliberately acknowledge staff progress and success in implementation.</p> <p>Teachers: SWPBS survey data will demonstrate an increased level of knowledge and the SWPBS framework.</p> <p>Leaders: SWPBS Team leads the whole staff and school community professional in Term 3 during weekly staff forums and during a curriculum day.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review SWPBS action plan as a Wellbeing Team.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Build SWPBS team expertise and staff professional through completion of on-going professional learning provided by SWPBS regional Coach.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
SWPBS Leader to participate in scheduled coaching with regional SWPBS Coach.	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Complete SWPBS Staff Surveys, assessment and evaluation activities.	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Allocate a Disability and Inclusion Leader using Disability Inclusion Tier 2 funding.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$109,749.03 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Utilise Schools Mental Health Fund to appoint a Speech Therapist/ Pathologist to work with selected students in small groups to develop pragmatics skills.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,457.50 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$118,164.76	\$118,164.76	\$0.00
Disability Inclusion Tier 2 Funding	\$122,324.11	\$122,324.11	\$0.00
Schools Mental Health Fund and Menu	\$27,957.50	\$27,957.50	\$0.00
Total	\$268,446.37	\$268,446.37	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
0.20 Literacy and 0.20 Numeracy Coaching support provided to lead Literacy and Numeracy across P-6 and facilitate Case Management Meetings.	\$60,210.12
Utilise the network community of practice professional learning to enhance teachers pedagogy in Reading and Numeracy- Number and Algebra through teacher release if required.	\$2,000.00
Review formative assessment strategies implemented across P-6 and provide CRT release for F-2 teachers to conduct assessment with students.	\$8,000.00
Provide professional learning for staff and or CRT release in disability inclusion profile meetings.	\$12,575.08
Equity Funding used to release NAPLAN Coordinator to implement a successful online assessment and CRT release for PLC data analysis.	\$47,954.64

Build SWPBS team expertise and staff professional through completion of on-going professional learning provided by SWPBS regional Coach.	\$7,500.00
SWPBS Leader to participate in scheduled coaching with regional SWPBS Coach.	\$0.00
Complete SWPBS Staff Surveys, assessment and evaluation activities.	\$0.00
Allocate a Disability and Inclusion Leader using Disability Inclusion Tier 2 funding.	\$109,749.03
Utilise Schools Mental Health Fund to appoint a Speech Therapist/ Pathologist to work with selected students in small groups to develop pragmatics skills.	\$20,457.50
Totals	\$268,446.37

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
0.20 Literacy and 0.20 Numeracy Coaching support provided to lead Literacy and Numeracy across P-6 and facilitate Case Management Meetings.	from: Term 2 to: Term 4	\$60,210.12	<input checked="" type="checkbox"/> School-based staffing
Utilise the network community of practice professional learning to enhance teachers pedagogy in Reading and Numeracy- Number and Algebra through teacher release if required.	from: Term 2 to: Term 3	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Review formative assessment strategies implemented across P-6 and provide CRT release for F-2	from: Term 2	\$8,000.00	<input checked="" type="checkbox"/> CRT

teachers to conduct assessment with students.	to: Term 4		
Equity Funding used to release NAPLAN Coordinator to implement a successful online assessment and CRT release for PLC data analysis.	from: Term 1 to: Term 4	\$47,954.64	<input checked="" type="checkbox"/> CRT
Totals		\$118,164.76	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide professional learning for staff and or CRT release in disability inclusion profile meetings.	from: Term 1 to: Term 4	\$12,575.08	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Teaching and learning programs and resources •
Allocate a Disability and Inclusion Leader using Disability Inclusion Tier 2 funding.	from: Term 1 to: Term 4	\$109,749.03	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Totals		\$122,324.11	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Build SWPBS team expertise and staff professional through completion of on-going professional learning provided by SWPBS regional Coach.	from: Term 1 to: Term 4	\$7,500.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
SWPBS Leader to participate in scheduled coaching with regional SWPBS Coach.	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Complete SWPBS Staff Surveys, assessment and evaluation activities.	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Utilise Schools Mental Health Fund to appoint a Speech Therapist/ Pathologist to work with selected students in small groups to develop pragmatics skills.	from: Term 1 to: Term 4	\$20,457.50	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Totals		\$27,957.50	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional Learning in Literacy- Reading and Number and Algebra delivered at a whole staff level each term.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Provide teachers with access to 0.15 Literacy and Numeracy Instructional Leader modelling high impact teaching strategies through peer observation and teacher release	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s) 	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Access Professional learning opportunities for tutor delivering TLI in Reading and Number facilitated through the Region and Victorian	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning 	<input checked="" type="checkbox"/> On-site

Academy of Teaching and Leadership.					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Utilise DSSI and EIL support to use formative assessment to monitor teacher impact on student learning during PLC collaborative planning.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Utilise the Literacy and Numeracy Portal to support teachers to improve their instructional practice in Reading and Numeracy- Number and Algebra.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Departmental resources Literacy and Numeracy Portal <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Utilise the network community of practice professional learning to enhance teachers pedagogy	<input checked="" type="checkbox"/> Assistant principal	from: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site CoPs meetings

<p>in Reading and Numeracy- Number and Algebra through teacher release if required.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal 	<p>to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative inquiry/action research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice 		
<p>Monitor the implementation of the whole school assessment</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement team 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Timetabled planning day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Review formative assessment strategies implemented across P-6 and provide CRT release for F-2 teachers to conduct assessment with students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching partners (DSSI) 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Utilise evidence based practices, Lyn Sharratt-Clarity to lead the work of PLCs in planning and teaching.	<input checked="" type="checkbox"/> PLC leaders <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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
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