

2021 Annual Implementation Plan

for improving student outcomes

Heatherhill Primary School (4802)



Submitted for review by Amanda McLean (School Principal) on 12 February, 2021 at 09:55 AM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 12 February, 2021 at 05:14 PM

Endorsed by Bart Firus (School Council President) on 28 April, 2021 at 01:25 PM

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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	Due to COVID 19, NAPLAN was not implemented and the targets for goal one: To maximise student learning growth in literacy could not be measured. Please refer to the attached SIT meeting documentation dated November 3, 2020.
Considerations for 2021	<ul style="list-style-type: none"> - Implement the DET three priority areas: catch-up and extension, happy, active and healthy kids and connected schools - Continue to work towards achieving the goals and key improvement strategies of the Annual Implementation Plan.
Documents that support this plan	School Improvement Team Meeting - Heatherhill PS 03.11.20.pdf (0.59 MB)

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To maximise student learning growth in literacy.
Target 2.1	By 2022, 55 percent or more of Year 3 students will be in the top two bands of NAPLAN Reading.
Target 2.2	By 2022, 40 percent or more of Year 5 students will be in the top two bands of NAPLAN Reading
Target 2.3	By 2022, 25 percent or more of Year 5 students will achieve high relative growth in NAPLAN Reading
Target 2.4	By 2022, 25 percent or more Year 5 students will achieve high relative growth in NAPLAN Writing

Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning (CPA)
Key Improvement Strategy 2.b Curriculum planning and assessment	Embed a collaborative team planning approach to implement the agreed sequential curriculum plan (CPA)
Key Improvement Strategy 2.c Building practice excellence	Embed an agreed and consistent whole school approach to teaching and learning (BPE)
Key Improvement Strategy 2.d Building practice excellence	Review and enhance the Instructional Model to enable point of need teaching and learning. (CPA)
Key Improvement Strategy 2.e Building practice excellence	Build teacher capacity through professional learning, mentoring and coaching to effectively and consistently use the Heatherhill Instructional Model through professional learning, mentoring and coaching (BPE)
Goal 3	To maximise Student Agency.
Target 3.1	By 2022 all measures within the Attitudes to School Survey (AToS) Student Agency and Voice factors will be 85 or more percent positively endorsed.
Target 3.2	By 2022 all percentile measures within the Staff Opinion Survey (SOS) Academic Emphasis factor will be at or above 85 percent positively endorsed.
Target 3.3	By 2022, all percentile measures within the Parent Opinion Survey (POS) Student Agency and Voice and Confidence and Resilience will be at or above 85 percent positively endorsed

Key Improvement Strategy 3.a Empowering students and building school pride	Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students. (ESBSP)
Key Improvement Strategy 3.b Empowering students and building school pride	Embed student agency to promote student leadership, differentiated learning and programs tailored individual student needs. (ESBSP)
Key Improvement Strategy 3.c Curriculum planning and assessment	Develop and implement a School Improvement Plan using the schools purpose statement and values as a foundation for all core learning priorities. (CPA)
Key Improvement Strategy 3.d Curriculum planning and assessment	To work as a Professional Learning Community to implement processes that support quality planning and decision making aligned to the SSP. (CPA)
Key Improvement Strategy 3.e Curriculum planning and assessment	Embed the Heatherhill Primary School structures and process that enable rigorous teaching and learning for all students at their point of need. (CPA) Including but not exclusive to: <ul style="list-style-type: none"> a. Student/Teacher conferences that facilitate student led goal setting and reflections b. Timely evidence-based feedback to maximise student growth c. The Heatherhill Primary School agreed Instructional Model
Key Improvement Strategy 3.f Curriculum planning and assessment	To embed whole school curriculum planning and practice that demonstrates the interconnectedness between the SSP, the AIP, PDPs, FISO initiatives and school improvement. (CPA)
Key Improvement Strategy 3.g Intellectual engagement and self-awareness	Embed the Heatherhill Primary School Wide Positive Behaviour Support (SWPBS) program. (IESA)

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	Support for the 2021 Priorities	Students participating in the Tutor Learning Program will have at least 12 months growth based on norm-referenced standardised assessments.
To maximise student learning growth in literacy.	Yes	By 2022, 55 percent or more of Year 3 students will be in the top two bands of NAPLAN Reading.	50 percent or more of Year 3 students will be in the top two bands of NAPLAN Reading.
		By 2022, 40 percent or more of Year 5 students will be in the top two bands of NAPLAN Reading	32 percent or more of Year 5 students will be in the top two bands of NAPLAN Reading
		By 2022, 25 percent or more of Year 5 students will achieve high relative growth in NAPLAN Reading	30 percent or more of Year 5 students will achieve high relative growth in NAPLAN Reading
		By 2022, 25 percent or more Year 5 students will achieve high relative growth in NAPLAN Writing	25 percent or more Year 5 students will achieve high relative growth in NAPLAN Writing

To maximise Student Agency.	Yes	By 2022 all measures within the Attitudes to School Survey (AToS) Student Agency and Voice factors will be 85 or more percent positively endorsed.	<p>The Attitudes to School Survey (AToS) positive endorsement measures for all factors within the Social Engagement Domain will be at or above 86%</p> <p>The Attitudes to School Survey (AToS) positive endorsement measures for Year 4 boys in decision making within the Student Voice and Agency Domain will be at or above 60%</p> <p>The Attitudes to School Survey (AToS) positive endorsement measures for Year 5 girls in decision making within the Student Voice and Agency Domain will be at or above 70%</p>
		By 2022 all percentile measures within the Staff Opinion Survey (SOS) Academic Emphasis factor will be at or above 85 percent positively endorsed.	All percentile measures within the Staff Opinion Survey (SOS) Academic Emphasis factor will be at or above 79 percent positively endorsed.
		By 2022, all percentile measures within the Parent Opinion Survey (POS) Student Agency and Voice and Confidence and Resilience will be at or above 85 percent positively endorsed	By 2022, all percentile measures within the Parent Opinion Survey (POS) Student Agency and Voice and Confidence and Resilience will be at or above 85 percent positively endorsed

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Students participating in the Tutor Learning Program will have at least 12 months growth based on norm-referenced standardised assessments.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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.	
Goal 2	To maximise student learning growth in literacy.	
12 Month Target 2.1	50 percent or more of Year 3 students will be in the top two bands of NAPLAN Reading.	
12 Month Target 2.2	32 percent or more of Year 5 students will be in the top two bands of NAPLAN Reading	
12 Month Target 2.3	30 percent or more of Year 5 students will achieve high relative growth in NAPLAN Reading	
12 Month Target 2.4	25 percent or more Year 5 students will achieve high relative growth in NAPLAN Writing	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning (CPA)	Yes
KIS 2 Curriculum planning and assessment	Embed a collaborative team planning approach to implement the agreed sequential curriculum plan (CPA)	No
KIS 3 Building practice excellence	Embed an agreed and consistent whole school approach to teaching and learning (BPE)	No
KIS 4 Building practice excellence	Review and enhance the Instructional Model to enable point of need teaching and learning. (CPA)	No
KIS 5 Building practice excellence	Build teacher capacity through professional learning, mentoring and coaching to effectively and consistently use the Heatherhill Instructional Model through professional learning, mentoring and coaching (BPE)	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.	Building teacher capabilities through in collecting and using student data during professional learning, year level team planning, mentoring and coaching will improve teacher practice and student achievement.	
Goal 3	To maximise Student Agency.	
12 Month Target 3.1	<p>The Attitudes to School Survey (AToS) positive endorsement measures for all factors within the Social Engagement Domain will be at or above 86%</p> <p>The Attitudes to School Survey (AToS) positive endorsement measures for Year 4 boys in decision making within the Student Voice and Agency Domain will be at or above 60%</p>	

	The Attitudes to School Survey (AToS) positive endorsement measures for Year 5 girls in decision making within the Student Voice and Agency Domain will be at or above 70%	
12 Month Target 3.2	All percentile measures within the Staff Opinion Survey (SOS) Academic Emphasis factor will be at or above 79 percent positively endorsed.	
12 Month Target 3.3	By 2022, all percentile measures within the Parent Opinion Survey (POS) Student Agency and Voice and Confidence and Resilience will be at or above 85 percent positively endorsed	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students. (ESBSP)	Yes
KIS 2 Empowering students and building school pride	Embed student agency to promote student leadership, differentiated learning and programs tailored individual student needs. (ESBSP)	No
KIS 3 Curriculum planning and assessment	Develop and implement a School Improvement Plan using the schools purpose statement and values as a foundation for all core learning priorities. (CPA)	No
KIS 4 Curriculum planning and assessment	To work as a Professional Learning Community to implement processes that support quality planning and decision making aligned to the SSP. (CPA)	Yes
KIS 5 Curriculum planning and assessment	Embed the Heatherhill Primary School structures and process that enable rigorous teaching and learning for all students at their point of need. (CPA) Including but not exclusive to: a. Student/Teacher conferences that facilitate student led goal setting and reflections b. Timely evidence-based feedback to maximise student growth c. The Heatherhill Primary School agreed Instructional Model	No

KIS 6 Curriculum planning and assessment	To embed whole school curriculum planning and practice that demonstrates the interconnectedness between the SSP, the AIP, PDPs, FISO initiatives and school improvement. (CPA)	No
KIS 7 Intellectual engagement and self-awareness	Embed the Heatherhill Primary School Wide Positive Behaviour Support (SWPBS) program. (IESA)	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.	The DET's three priorities are in response to the COVID 19 Pandemic to ensure all students reach their full potential.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Students participating in the Tutor Learning Program will have at least 12 months growth based on norm-referenced standardised assessments.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Tutor Learning Program</p> <ul style="list-style-type: none"> -To resource, develop and implement a quality Tutor Learning program that will facilitate the learning of students who experienced delays or gaps in their learning during remote and flexible learning. <p>English:</p> <ul style="list-style-type: none"> - Continue to monitor student learning needs and progress through collection and analysis of school wide literacy assessment data - Continue to provide targeted support programs; Targeted Intervention Program, Language Support and Repeated Reading for students who are working below the expected level - Continue to use student data and formative assessment to differentiate learning tasks in literacy - Continue to implement Individual Education Plans for students on the Program for Students with Disabilities (PSD) and those working above and below the expected level. <p>Mathematics:</p> <ul style="list-style-type: none"> - Continue to monitor student learning needs and progress through collection and analysis of school wide Maths assessment data - Continue to use student data and formative assessment to differentiate learning tasks in numeracy - Continue to use Essential Maths to gather student entry levels to cater for their next learning needs in Maths - Continue to implement Individual Education Plans for students on the PSD and those working above and below the expected level. <p>Leadership:</p> <ul style="list-style-type: none"> - Continue the use of Professional Learning Community structure to facilitate teacher collaboration to improve student learning and classroom practice - Continue to facilitate whole school professional learning in line with the school's priorities in literacy and numeracy - Continue to work with School Improvement Team (SIT) to monitor student progress - Continue to attend team level planning - employ a tutor to support classroom practice

	<ul style="list-style-type: none"> - Continue learning walks to ensure alignment with the school's whole school instructional model and to ensure practice is purposeful, differentiated and data informed.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Resource, develop and implement a quality Tutor Learning Program at the school - Support teachers in identifying which students should be engaged in the tutoring program - Observe greater alignment between Teacher Judgements in reading and viewing and writing with student NAPLAN results - Facilitate whole school professional learning aligned to the School Strategic Plan and Annual Implementation Plan - Build capabilities of Team Leaders as part of the School Improvement Team - Ensure alignment of Performance and Development Process with School Strategic Plan, Annual Implementation Plan and professional learning schedule. <p>Teachers will:</p> <ul style="list-style-type: none"> - Identify students who have not achieved and those who have exceeded the indicative level in 2020 for participation in the Tutor Learning program - Share team planning with tutor to inform classroom support - Administer assessment tools in line with the school's Assessment Schedule - Discuss their Literacy and Maths assessment data, including student growth at team planning - Demonstrate how assessment data informs their planning and classroom practice - Develop whole school writing tasks and moderate against the Victorian Curriculum - Compare and discuss the alignment of their Teacher Judgements with NAPLAN. <p>Students will:</p> <ul style="list-style-type: none"> - Demonstrate improved learning achievement in literacy and numeracy.
Success Indicators	<ul style="list-style-type: none"> - Students participating in the Tutor Learning Program will experience increased growth in learning. - Improved data against the 12 month targets - Reading and Viewing and Writing in Teacher Judgements and NAPLAN - Alignment of the School Strategic Plan, Annual Implementation Plan and staff Performance and Development against the Victorian Curriculum will be present - Build capabilities of Team Leaders to lead their teams to ensure whole school improvement - Team Leaders will demonstrate improved levels of ability to lead their teams in school improvement initiatives. <p>Professional learning Schedule</p> <ul style="list-style-type: none"> - School-wide assessment schedule is in place and data collection is undertaken regularly at all levels across the school - Team level data records detail student achievement data for each semester - There is a schedule for onsite professional learning delivered by school leaders, teachers and educational consultants

- Sentral is used for record-keeping of Individual Education Plans
- Regular reviews of IEPs and meetings with parents and carers to monitor student progress are taking place each term
- Team planning, work programs and student work samples demonstrate teachers are differentiating student learning.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Our leading teacher will continue to support year level planning teams to use student data to inform planning and delivery learning experiences using the whole school's instructional model in Reading and Viewing, Writing, Speaking and Listening and Mathematics.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$118,620.00 <input checked="" type="checkbox"/> Equity funding will be used
Team Leaders will meet fortnightly with leadership as members of the School Improvement Team (SIT).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Principal and leading teacher will work with year level planning level teams during their planning week.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
The school has employed a tutor for 2021 to support students working below and above the indicative levels.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$24,000.00 <input checked="" type="checkbox"/> Equity funding will be used
In consultation with the Speech Therapist continue the language support program facilitated by educational support staff in consultation with the speech therapist for those students who are at risk.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Employ/Deploy Tutors for the Tutor Learning Program	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$85,000.00 <input type="checkbox"/> Equity funding will be used
Timetable the Tutor Learning Program into school programming	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Leadership:</p> <ul style="list-style-type: none"> - Continue to provide whole-school professional learning on trauma-informed practice - Continue to provide opportunities for students to explore alternate environments through excursions and camps - Continue to implement the Student Wellbeing Team comprised of interested teachers to follow up incidents using Restorative Practices and to monitor student social and emotional learning - Continue working on our whole school wellbeing approach; Respectful Relationships, School-Wide Positives Behaviours and a dedicated day for student and staff wellbeing as part of Daily Morning Briefing - Introduce a student leadership program for students in years five and six - Introduce events for students and families in prep to year two to build a sense of belonging and connectedness for students and their families - Update the junior school playground equipment to maximise student engagement - Continue to embed the whole school transition program from P-6 - Continue to build relationships with local kindergartens - Introduce Performing Arts, including choir to help students reconnect through the ARTs 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Continue to source relevant professional learning in trauma-informed practice - Support Team Leaders in organising events such as camp and excursions - Broaden student leadership program to include all year five and six students - Prioritise daily Student Wellbeing Team to work with students - Continue professional learning in Respectful Relationships - Calendar the whole school transition program to build student confidence in transitioning. 			

	<p>Teachers will:</p> <ul style="list-style-type: none"> - Attend trauma-informed professional learning to build their practice - Work collaboratively to plan and organise events such as camp and excursions to engage students - Work together to provide a leadership program for all students - Continue to be members of the Student Wellbeing Team to cater for the social and emotional learning needs of students - Participate in Breakfast Club to re-establish and build relationships with students - Dedicate time for the student leadership program to include all year five and six students - Implement the Learn to Learn Program to assist students in building a sense of belonging and connectedness with peers and adults - Organise whole school transition for students. <p>Students will:</p> <ul style="list-style-type: none"> - Demonstrate being happy, active and healthy kids - Demonstrate leadership skills - Have a new playground to enjoy. 			
<p>Success Indicators</p>	<ul style="list-style-type: none"> - Professional learning provided by Scott Dunbabin will provide teachers with clear strategies on how to deal with student behaviour and student trauma - Year level planning teams Agendas and Minutes will indicate regular discussions on student wellbeing issues or concerns are being conducted in team meetings - The Student Wellbeing Team timetable will demonstrate teachers are provided with time to follow up incidents and monitor students at risk - Strong student attendance at the year level camps; Junior School family picnic; and Junior School extended afternoon - School-Wide Positives Behaviours practice will be evidenced in teachers' work programs - Student Behaviour Matrix displayed in all classroom and buildings of the school - Respectful Relationships teaching will be evidenced in the teachers' work program - Learn to Learn programming will be evidenced in teachers' planning documents and work programs - Whole School Transition Program is part of the Sentral platform calendar and as such communicated to families. 			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Employ a music teacher for 0.60 to develop the whole child.</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00</p>

				<input checked="" type="checkbox"/> Equity funding will be used
Trauma-Informed Practice professional learning facilitated by Scott Dunbabbín.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used
School-Wide Positive Behaviours embedded as part of teacher practice.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
Respectful Relationships professional learning.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,500.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<p>Leadership will:</p> <ul style="list-style-type: none"> - Invite students and teachers to participate in professional learning and research in mathematical problem-solving - Continue to use the Sentral Parent Portal introduced in 2020 to communicate with parents and carers - Continue to provide access to digital technologies - Provide opportunities for parents and carers to engage with the school using digital technologies. E.g. using Webex for School Council - Continue to support community programs - Breakfast Club, One Box and State Schools Relief - Introduce a Staff Social Committee to celebrate and organise events for staff - Continue to work with DET staff to support students. E.g. Allied Services - Allocate time for junior school teachers to visit kindergartens - Provide opportunities for kindergarten students to visit HPS as part of the transition program - Continue to ensure a dedicated time for student and staff wellbeing is allocated in the daily morning briefing 			

	<p>Teachers will:</p> <ul style="list-style-type: none"> - Begin using the Sentral Parent Portal introduced in 2020 to communicate with parents and carers - Participate in professional learning and research in mathematical problem-solving - Continue to embed use of digital technologies into units of inquiry as part of everyday classroom practice - Continue to allocate year level planning time to provide opportunities and support staff to plan for the explicit teaching of digital technology skills - Continue to use collaborative process to engage students and promote agency - Continue to be members of the Student Wellbeing Team - Have the opportunity to be members of the Staff Social Committee - Facilitate Student Council for students in years 3-6 - Continue whole school unit of inquiry showcases. <p>Students will:</p> <ul style="list-style-type: none"> - In middle school will be invited to participate in mathematical problem-solving research - Share their learning of knowledge, skills and concepts with parents and carers through inquiry showcases - Continue to build their capabilities in digital technologies
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Invite students and teachers to participate in professional learning and research in mathematical problem-solving - Continue to use the Sentral Parent Portal introduced in 2020 to communicate with parents and carers - Continue to provide access to digital technologies - Provide opportunities for parents and carers to engage with the school using digital technologies. E.g. using Webex for School Council - Continue to facilitate community programs - Breakfast Club, One Box and State Schools Relief - Introduce a Staff Social Committee to celebrate and organise events for staff - Continue to work with DET staff to support students. E.g. Allied Services - Introduce a Student Planner to support home/school communication - Continue to ensure a dedicated day is assigned to student and staff wellbeing. <p>Teachers will:</p> <ul style="list-style-type: none"> - Use the Sentral Parent Portal introduced in 2020 to communicate with parents and carers - Participate in professional learning and research in mathematical problem-solving - Embed the use of digital technologies into units of inquiry as part of everyday classroom practice - Allocate year level planning time to provide opportunities and support staff to plan for the explicit teaching of digital technology skills - Use collaborative processes to engage students to ensure students have a voice

	<ul style="list-style-type: none"> - Form the Student Wellbeing Team - Form the Staff Social Committee - Host whole school units of inquiry showcases, Maths Nights and parent sessions. <p>Students will:</p> <ul style="list-style-type: none"> - Middle school students will be invited to participate in mathematical problem-solving research - Share their learning of knowledge, skills and concepts with parents and carers through inquiry showcases - Continue to build their capabilities in digital technologies 			
Success Indicators	<ul style="list-style-type: none"> - Sentral Parent Portal usage data, use of documents such as electronic excursion notices and invoices will indicate increased connectiveness between parents/carers and the school - School Council approval for the school to enter into a new digital technologies agreement to update equipment will be achieved - The new playground equipment will be installed - Teacher Work Programs and student work samples will demonstrate opportunities for parents and carers to share in their child's learning - School Council attendance and participation as recorded in the minutes - Families being supported and recorded by Ms Harris through One Box, and working with the DET SSSO to support at risk families - Increased parent attendance at school events. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Digital technology new lease	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Sentral Parent Portal	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00 <input type="checkbox"/> Equity funding will be used

Interested staff and the assistant principal facilitate Breakfast Club to support families	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To maximise student learning growth in literacy.			
12 Month Target 2.1	50 percent or more of Year 3 students will be in the top two bands of NAPLAN Reading.			
12 Month Target 2.2	32 percent or more of Year 5 students will be in the top two bands of NAPLAN Reading			
12 Month Target 2.3	30 percent or more of Year 5 students will achieve high relative growth in NAPLAN Reading			
12 Month Target 2.4	25 percent or more Year 5 students will achieve high relative growth in NAPLAN Writing			
KIS 1 Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning (CPA)			
Actions	Key improvement strategy 2.a is aligned to the DET's Learning, catch-up and extension priority: Reading and Viewing: - Revisit the school-wide assessment schedule - Continue to implement the whole school instructional model to ensure the explicit teaching of students at their next point of learning - Teaching teams to look at cohort data in weekly year level planning with the leadership to cater for the range along the Victorian Curriculum developmental continuum Writing: - Continue to develop the whole school writing moderation tasks, at least twice a year - Teaching teams to look at cohort data in weekly year level planning with the leadership to cater for the range along the Victorian Curriculum developmental continuum			

	<p>Mathematics:</p> <ul style="list-style-type: none"> - Teaching teams to look at cohort data in weekly year level planning with the leadership to cater for the range along the Victorian Curriculum developmental continuum - Introduce Maths Plus Diagnostic Assessments and triangulate data with Essential Maths data. <p>Leadership:</p> <ul style="list-style-type: none"> - Facilitate professional learning in administering assessment tools and analyse results to inform practice - Look at cohort data in weekly year level planning with the leading teacher to cater for the range along the Victorian Curriculum developmental continuum - Align the Performance and Development Process with School Strategic Plan, Annual Implementation Plan and professional learning - Support students through the Tutoring Program through classroom support - Continue to support students through Repeated Reading, with a focus on increasing sight vocabulary and fluency - Continue building capabilities of Team Leaders - Junior School, Middle School, Senior School and Specialists.
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - Observe greater alignment between Teacher Judgements in reading and viewing, writing and Maths with student NAPLAN results - Facilitate whole-school professional learning aligned to the School Strategic Plan and Annual Implementation Plan - Build capabilities of Team Leaders as part of the School Improvement Team - Ensure alignment of Performance and Development Process with School Strategic Plan, Annual Implementation Plan and professional learning schedule. <p>Teachers will:</p> <ul style="list-style-type: none"> - Administer assessment tools in line with the school's Assessment Schedule - Build their understanding of how students with an additional language learn to write and can switch between languages - Discuss their reading and viewing, writing and Maths assessment data, including student growth - Demonstrate how their reading and viewing, writing and Maths assessment informs their planning and classroom practice - Develop whole school writing tasks and moderate against the Victorian Curriculum - Develop Individual Education Plans for student above or below the indicative level - Compare and discuss the alignment of their Teacher Judgements with NAPLAN. <p>Students will:</p> <ul style="list-style-type: none"> - Demonstrate improved learning achievement in reading and viewing, writing and Maths.
<p>Success Indicators</p>	<ul style="list-style-type: none"> - Improved data against the 12-month targets - Reading and Viewing and Writing in Teacher Judgements and NAPLAN - Alignment of the School Strategic Plan, Annual Implementation Plan and staff Performance and Development against the Victorian

	Curriculum will be present - Build capabilities of Team Leaders to lead their teams to ensure whole school improvement - Team Leaders will demonstrate improved capacity to lead their teams in school improvement.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continue to provide students at risk with access to a speech therapist.	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build teacher capacity through professional learning, mentoring and coaching to effectively and consistently use the Heatherhill Instructional Model through professional learning, mentoring and coaching (BPE)			
Actions	<p>Key improvement strategy 2.a is aligned to the DET's Learning, catch-up and extension priority:</p> <p>Reading and Viewing:</p> <ul style="list-style-type: none"> - Leadership will attend year level weekly planning and ensure the school's instructional model is reflected in planning for learning, classroom practice and teachers' Work Programs and planning documentation - Leadership and the leading teacher will ensure the approach of the whole school instructional model and language is consistent across the school e.g. learning intentions - The leading teacher will continue to mentor and coach teachers in their practice, and support teachers in participating in Peer Observation - The leading teacher will coach new teachers, graduates and staff in the whole school instructional model as required. <p>Writing:</p> <ul style="list-style-type: none"> - Engage educational consultant Vivien Smith to build staff capabilities in understanding and teaching writing to students with additional languages - Formalise writing conferences (the same as for reading) - Introduce writing goal setting and structured feedback across the school - Continue to develop whole school writing moderation within and across the school - The leading teacher will coach new teachers, graduates and staff in the whole school instructional model as required. <p>Leadership:</p>			

	<ul style="list-style-type: none"> - Will continue to attend weekly team planning and build teacher capabilities in inquiry, differentiation, mentor texts and adult language and the whole school instructional model - Align the Performance and Development Process with School Strategic Plan, Annual Implementation Plan and professional learning - Ensure the whole school instructional model is reflected in staff Performance and Development Plans - Continue to provide time for staff to participate in Peer Observation across the school - Leadership to continue to observe classroom practice and provide feedback.
<p>Outcomes</p>	<p>Reading and Viewing:</p> <ul style="list-style-type: none"> - Collaborative planning to ensure the school's instructional model is reflected in planning for learning, classroom practice and teachers' Work Program and planning documentation - Consistency in the whole school instructional model and language across the school e.g. learning intentions, collaborative process and reflection and feedback - Mentoring and coaching of new teachers in their practice, and support teachers in participating in Peer Observation - Coaching of new teachers, graduates and staff in the whole school instructional model as required. <p>Writing:</p> <ul style="list-style-type: none"> - Improved staff capabilities in understanding and teaching writing to students with additional languages - Writing conferences (the same as reading) will become part of student reflection and feedback - Evidence of student goal setting and structured feedback across the school - Development of moderation tasks within and across the school - Coaching of new teachers, graduates and staff in the whole school instructional model as required. <p>Leadership:</p> <ul style="list-style-type: none"> - Improved teacher practice in the whole school instructional model, differentiation, mentor texts and use of adult language - Alignment the Performance and Development Process with School Strategic Plan, Annual Implementation Plan and professional learning - Whole school instructional model reflected in staff Performance and Development Plans - Continue to provide time for staff to participate in Peer Observation across the school - Leadership to continue to observe classroom practice and provide feedback.
<p>Success Indicators</p>	<ul style="list-style-type: none"> - Teacher use of the school's instructional model reflected in Work Programs and school documentation - Explanation by teachers during Performance and Development of their use of the whole school instructional model in all key learning areas - Evidence collected from classroom observations and learning walks during reading and viewing and writing sessions will

	demonstrate progress towards embedding the instructional model.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continue to support the leading teacher in the Bastow Up Program.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage educational consultant Vivien Smith to facilitate professional learning in understanding how students with English as additional language acquire language and learn to read and writing	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to engage Vivien Smith to build leadership capabilities of team leaders.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue coaching and mentoring and structured Peer Observation for teachers.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To maximise Student Agency.			
12 Month Target 3.1	The Attitudes to School Survey (AToS) positive endorsement measures for all factors within the Social Engagement Domain will be at or above 86%			
	The Attitudes to School Survey (AToS) positive endorsement measures for Year 4 boys in decision making within the Student Voice			

	<p>and Agency Domain will be at or above 60%</p> <p>The Attitudes to School Survey (AToS) positive endorsement measures for Year 5 girls in decision making within the Student Voice and Agency Domain will be at or above 70%</p>
12 Month Target 3.2	All percentile measures within the Staff Opinion Survey (SOS) Academic Emphasis factor will be at or above 79 percent positively endorsed.
12 Month Target 3.3	By 2022, all percentile measures within the Parent Opinion Survey (POS) Student Agency and Voice and Confidence and Resilience will be at or above 85 percent positively endorsed
KIS 1 Empowering students and building school pride	Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students. (ESBSP)
Actions	<p>Key improvement strategy 3.a is aligned to the DET's Learning, catch-up and extension priority:</p> <ul style="list-style-type: none"> - Leadership continue to attend team level planning to build teacher capabilities of planning, delivering and evaluating units of inquiry - Continue to build teacher capabilities to use student data-informed practice to cater for the range of learners along the Victorian Curriculum developmental continuum - Teachers provide opportunities for students to make decisions about their learning, for example, choosing how to present their unit of inquiry summative assessment task - Engage educational consultant Anny Lawrence to build teacher capabilities in using collaborative processes to improve student learning, agency and engagement through inquiry - Regular communication with the school community via the school newsletter about the units of inquiry taught in each sub-school - Continue to record parent attendance at term Inquiry Showcase exhibitions.
Outcomes	<p>Leadership:</p> <ul style="list-style-type: none"> - Improved teacher practice in using inquiry to differentiate student learning - Improved teacher understanding of using student data to inform next classroom practice - Student decision making embedded in the differentiation of unit of inquiry summative assessment tasks <p>Teachers:</p> <ul style="list-style-type: none"> - Continue to allocate year level planning time to provide opportunities and support staff to plan for the explicit teaching of digital technology skills

	<ul style="list-style-type: none"> - Continue to use collaborative processes to engage students in their learning as they become agents of their own learning <p>Students:</p> <ul style="list-style-type: none"> - Students will continue to have greater choice and engagement in their learning. <p>Parents/Carers:</p> <ul style="list-style-type: none"> - Community (Parents and Carers) will have increased awareness of the focus of their child/rens Guided Inquiry learning each term. - Parents and Carers will have increased opportunity to share in their child/rens learning. 			
Success Indicators	<ul style="list-style-type: none"> - Improvement in the Student Attitudes to School Survey measure for Student Voice and Agency - Improvement in the Staff Opinion Survey measure for Academic Emphasis - Improvement in the Parent Opinion Survey measures for Student Agency and Voice and Confidence and Resilience - Higher parent and carer attendance at Inquiry Showcases each term. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage educational consultant Anny Lawrence to facilitate professional learning in inquiry and using collaborative processes to engage students as learners	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue build teacher capabilities in data informed practice through professional learning and weekly team planning meetings.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	To work as a Professional Learning Community to implement processes that support quality planning and decision making aligned to the SSP. (CPA)			

Actions	<p>Key improvement strategy 2.a is aligned to the DET's connected school's priority:</p> <ul style="list-style-type: none"> - Continue building a professional learning community underpinned by norms and values for all stakeholder; students, staff and parents - Continue to work in year level teaching teams and at the school level to collect, interpret and analyse student data - Continue to facilitate whole-school professional learning aligned to the goals of the School Strategic Plan and Annual Implementation Plan - Continue to build teacher collaboration to work with and across teams 			
Outcomes	<p>Leadership:</p> <ul style="list-style-type: none"> - Continue to facilitate whole-school professional learning aligned to the School Strategic Plan and Annual Implementation Plan - Continue to build community through collaborative processes with a balance of support and challenge - Continue to monitor student data and identify opportunities for improvement - Work with staff and educational consultant Anny Lawrence to develop a Staff Agreement of how we work and talk together at Heatherhill Primary School <p>Staff:</p> <ul style="list-style-type: none"> - See themselves as member of a professional learning community - Participate and contribute to whole-school professional learning and year level teams, with a particular focus on student data - Continue to work with the leading teacher and engaging in data conversations to improve student learning - Live up to the Staff Agreement and respectfully hold each other to account <p>Students will:</p> <ul style="list-style-type: none"> - Be part of a professional learning community - Be involved in co-creating a Class Agreement - Develop individual learning goals with teacher guidance. 			
Success Indicators	<ul style="list-style-type: none"> - Improved Staff Opinion Survey Data measure for Teacher Collaboration. - Improved Attitude to School Survey data measure for decision making, particularly in 2020 year 5 boys and year 6 girls. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Continue to embed the Professional Learning Community model in all meeting forums; year level planning and professional learning.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Intellectual engagement and self-awareness	Embed the Heatherhill Primary School Wide Positive Behaviour Support (SWPBS) program. (IESA)			
Actions	<p>Key improvement strategy 2.a is aligned to the DET's Happy, active and healthy kids priority:</p> <ul style="list-style-type: none"> - School to continue to attend the DET's Respectful Relationship professional learning - Assistant Principal to support teachers in making links with Respectful Relationships, School-Wide Positive Behaviours and other relevant programs - Leadership have commenced (2020) working with teaching teams to revise the Learning to Learn unit of inquiry in preparation for 2021 - Continue to facilitate whole-school professional learning in Respectful Relationships. 			
Outcomes	<p>Leaders:</p> <ul style="list-style-type: none"> - Created planning documents to accurately reflect the teaching of Respectful Relationships units one to four as part of the Learning to Learn Program (2021) aimed to build a community for students and adults as members of a professional learning community - Created planning documents that accurately reflect the implementation of Respectful Relationships 7&8 from prep to year 4, years 5-6 complete sections 1-8 <p>Teachers:</p> <ul style="list-style-type: none"> - Build teacher capabilities in planning, delivering and evaluating a unit of inquiry as part of the Learning to Learn Program - Build prep to year 4 teacher capabilities and confidence in teaching Gender and Identity and Positive Gender Relationships of the Respectful Relationship topics from prep to 4 - Build year 5/6 teacher capabilities and confidence in teaching topics from 1-8 <p>Students:</p> <ul style="list-style-type: none"> - Understand communities have rights, roles and responsibilities - Learn about Gender and building Positive Gender Relationship 			

	- Student Reflections on their learning.			
Success Indicators	- Teaching of Respectful Relationships topics will be reflected in teacher Work Programs - Student Reflections.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continue to allocate time for the Student Wellbeing Team to work with students each afternoon.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,746.45 <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$374,366.45	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$374,366.45	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Our leading teacher will continue to support year level planning teams to use student data to inform planning and delivery learning experiences using the whole school's instructional model in Reading and Viewing, Writing, Speaking and Listening and Mathematics.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$118,620.00	\$118,620.00
Team Leaders will meet fortnightly with leadership as members of the School Improvement Team (SIT).	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	\$20,000.00
Principal and leading teacher will work with year level planning level teams during their planning week.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00
The school has employed a tutor for 2021 to support students working below and above the indicative levels.	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$24,000.00	\$24,000.00

	to: Term 3			
In consultation with the Speech Therapist continue the language support program facilitated by educational support staff in consultation with the speech therapist for those students who are at risk.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing	\$40,000.00	\$40,000.00
Employ a music teacher for 0.60 to develop the whole child.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$50,000.00	\$50,000.00
School-Wide Positive Behaviours embedded as part of teacher practice.	from: Term 1 to: Term 3		\$0.00	
Digital technology new lease	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$20,000.00	\$20,000.00
Continue to provide students at risk with access to a speech therapist.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$45,000.00	\$45,000.00
Continue to support the leading teacher in the Bastow Up Program.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$3,000.00	\$3,000.00
Engage educational consultant Vivien Smith to facilitate professional learning in understanding how students with English as additional language acquire language and learn to read and writing	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00

Continue to engage Vivien Smith to build leadership capabilities of team leaders.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Engage educational consultant Anny Lawrence to facilitate professional learning in inquiry and using collaborative processes to engage students as learners	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00
Continue to allocate time for the Student Wellbeing Team to work with students each afternoon.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$18,746.45	\$18,746.45
Totals			\$374,366.45	

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
Our leading teacher will continue to support year level planning teams to use student data to inform planning and delivery learning experiences using the whole school's instructional model in Reading and Viewing, Writing, Speaking and Listening and Mathematics.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Team Leaders will meet fortnightly with leadership as members of the School Improvement Team (SIT).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Principal and leading teacher will work with year level planning level teams during their planning week.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The school has employed a tutor for 2021 to support students working below and above the indicative levels.	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Employ/Deploy Tutors for the Tutor Learning Program	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Timetable the Tutor Learning Program into school programming	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Employ a music teacher for 0.60 to develop the whole child.	<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"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Trauma-Informed Practice professional learning facilitated by Scott Dunbabin.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
School-Wide Positive Behaviours embedded as part of teacher practice.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue to provide students at risk with access to a speech therapist.	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Continue to support the leading teacher in the Bastow Up Program.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow Institute and Mt

						View Primary School.
Engage educational consultant Vivien Smith to facilitate professional learning in understanding how students with English as additional language acquire language and learn to read and writing	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Vivien Smith - teacher professional learning	<input checked="" type="checkbox"/> On-site
Continue to engage Vivien Smith to build leadership capabilities of team leaders.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Vivien Smith - leadership coaching	<input checked="" type="checkbox"/> On-site
Continue coaching and mentoring and structured Peer Observation for teachers.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Engage educational consultant Anny Lawrence to facilitate professional learning in inquiry and using collaborative processes to engage students as learners	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Anny Lawrence - professional learning in collaborative processes.	<input checked="" type="checkbox"/> On-site
Continue build teacher capabilities in data informed practice through professional learning and weekly team planning meetings.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Continue to embed the Professional Learning Community model in all meeting forums; year level planning and professional learning.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue to allocate time for the Student Wellbeing Team to work with students each afternoon.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site