

2020 Annual Implementation Plan

for improving student outcomes

Myrniong Primary School (0487)



Submitted for review by David Garner (School Principal) on 25 November, 2019 at 08:52 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 09 December, 2019 at 09:55 AM
Endorsed by Ainsley Bellette (School Council President) on 11 December, 2019 at 12:17 PM

Self-evaluation Summary - 2020

	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	Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	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	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding

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

Enter your reflective comments	Overall, many structures and practices have been implemented in 2019, including Instructional Models, PLC structures, data practices, curriculum documentation and peer observation practices. There has been a strong focus on student data - and modifying teaching and learning practices to meet individual student learning needs.
Considerations for 2020	<ul style="list-style-type: none"> - Unpack instructional models and align HITs - Continue to evolve peer observation practices - Implementation of Respectful Relationships as a school-wide practice - Address low growth students - Implement SALSEL and Phonics approach
Documents that support this plan	5 Powerful Questions.docx (0.03 MB) high-impact-teaching-strategies.pdf (0.81 MB) MPS Mathematics Instructional model.docx (0.04 MB)

	<p>peer observations 2019.docx (0.11 MB) PTS Interview 2020.docx (0.02 MB) RRRRIntro.pdf (0.8 MB)</p>
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SSP Goals Targets and KIS

Goal 1	GOAL 1: To build practice excellence in every classroom, with a focus on improving student outcomes in Literacy and Numeracy.
Target 1.1	Teacher Judgements - Teacher Judgements for P-6 to be above expected standard compared to state benchmarks in Reading, Writing and Numeracy.
Target 1.2	- NAPLAN Years 3 and 5 to be above expected standard compared to the state benchmark in the top two bands in Reading, Writing and Numeracy.
Target 1.3	- NAPLAN Years 3 to 5 to have 25% or more of students achieving high relative growth in Reading, Writing and Numeracy.
Key Improvement Strategy 1.a Building practice excellence	Develop reading, writing and numeracy instructional models that are implemented consistently across the school
Key Improvement Strategy 1.b Building practice excellence	- Inform and build teacher capacity to differentiate learning and improve student learning outcomes.
Key Improvement Strategy 1.c Building practice excellence	- Targeted professional learning catering for a wide range of staff and student abilities and needs
Goal 2	GOAL 2: To build and nurture a network of positive relationships to support engagement and learning.

Target 2.1	- In the Student Attitudes to School Survey, have the following factor mean scores at or above the state mean: Stimulated Learning, Learning Confidence and School Connectedness
Target 2.2	Parent Opinion Survey - In the Parent Opinion Survey, have the following factor mean scores at or above the state mean: Parent Input, Stimulating Learning, Social Skills and School Connectedness.
Key Improvement Strategy 2.a Global citizenship	Create a global awareness and understanding of cultural diversity for students in P-6.
Key Improvement Strategy 2.b Global citizenship	Broaden and develop a range of partnerships that promote a connection with student engagement and culture
Goal 3	GOAL 3: To develop healthy, happy and resilient students.
Target 3.1	- In the Student Attitudes to School Survey, the following factor mean scores to be at or above the state mean score in Student Relationships and Wellbeing.
Target 3.2	Student Attendance - Student absences to be lower than similar schools.
Key Improvement Strategy 3.a Health and wellbeing	Provide a diverse range of programs to meet the social and emotional needs of all students.

Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Build teacher capacity to manage student welfare. Build upon existing protocols and procedures for encouraging attendance.
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Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
GOAL 1: To build practice excellence in every classroom, with a focus on improving student outcomes in Literacy and Numeracy.	Yes	Teacher Judgements - Teacher Judgements for P-6 to be above expected standard compared to state benchmarks in Reading, Writing and Numeracy.	Teacher Judgements for P-6 to be maintained above expected standard compared to state benchmarks in Reading, Writing and Numeracy AND cohort growth to be 85% of students at or above expected growth for 12 months.
		- NAPLAN Years 3 and 5 to be above expected standard compared to the state benchmark in the top two bands in Reading, Writing and Numeracy.	Percentage of students in the top two bands as indicated by NAPLAN to be at or above state: Year 5 Reading and Numeracy: Increase to 40% Year 5 Writing: Increase to 20% Year 3 Reading and Writing: Increase to 50% Year 3 Numeracy: Increase to 40%
		- NAPLAN Years 3 to 5 to have 25% or more of students achieving high relative growth in Reading, Writing and Numeracy.	Percentage of students achieving medium or high relative growth as indicated by NAPLAN to be at or above 80% for Reading, Writing and Numeracy. Percentage of students achieving high benchmark growth as indicated by NAPLAN to be at or above state for Reading, Writing and Numeracy

GOAL 2: To build and nurture a network of positive relationships to support engagement and learning.	No	- In the Student Attitudes to School Survey, have the following factor mean scores at or above the state mean: Stimulated Learning, Learning Confidence and School Connectedness	
		Parent Opinion Survey - In the Parent Opinion Survey, have the following factor mean scores at or above the state mean: Parent Input, Stimulating Learning, Social Skills and School Connectedness.	
GOAL 3: To develop healthy, happy and resilient students.	Yes	- In the Student Attitudes to School Survey, the following factor mean scores to be at or above the state mean score in Student Relationships and Wellbeing.	% Positive Endorsement in managing bullying (Yrs5-6) increased from 91.9% to 95% % Positive Endorsement in Sense of Confidence (Yrs5-6) increased from 88.9% to 90% % Endorsement in stimulated learning maintained at or above 96.7%
		Student Attendance - Student absences to be lower than similar schools.	Increased student attendance rate from 94.1% to 95%

Goal 1	GOAL 1: To build practice excellence in every classroom, with a focus on improving student outcomes in Literacy and Numeracy.
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12 Month Target 1.1	Teacher Judgements for P-6 to be maintained above expected standard compared to state benchmarks in Reading, Writing and Numeracy AND cohort growth to be 85% of students at or above expected growth for 12 months.	
12 Month Target 1.2	Percentage of students in the top two bands as indicated by NAPLAN to be at or above state: Year 5 Reading and Numeracy: Increase to 40% Year 5 Writing: Increase to 20% Year 3 Reading and Writing: Increase to 50% Year 3 Numeracy: Increase to 40%	
12 Month Target 1.3	Percentage of students achieving medium or high relative growth as indicated by NAPLAN to be at or above 80% for Reading, Writing and Numeracy. Percentage of students achieving high benchmark growth as indicated by NAPLAN to be at or above state for Reading, Writing and Numeracy	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop reading, writing and numeracy instructional models that are implemented consistently across the school	Yes
KIS 2 Building practice excellence	- Inform and build teacher capacity to differentiate learning and improve student learning outcomes.	Yes
KIS 3 Building practice excellence	- Targeted professional learning catering for a wide range of staff and student abilities and needs	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.	In 2019, instructional models have been established, documented and implemented for Reading, Writing and Numeracy. 2020, is a year to embed these and deepen the practices to ensure implementation of the High Impact Teaching Strategies (HITs), and to increase teacher's ability to differentiate their practice in order to meet individual student learning needs and maximise student learning growth.	
Goal 2	GOAL 3: To develop healthy, happy and resilient students.	

12 Month Target 2.1	% Positive Endorsement in managing bullying (Yrs5-6) increased from 91.9% to 95% % Positive Endorsement in Sense of Confidence (Yrs5-6) increased from 88.9% to 90% % Endorsement in stimulated learning maintained at or above 96.7%	
12 Month Target 2.2	Increased student attendance rate from 94.1% to 95%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Provide a diverse range of programs to meet the social and emotional needs of all students.	Yes
KIS 2 Setting expectations and promoting inclusion	Build teacher capacity to manage student welfare. Build upon existing protocols and procedures for encouraging 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.	This goal and KIS was placed on the back burner for the 2019 school year to enable a laser-like focus on teaching and learning goals. In 2020, Myrniong PS will be a lead school for Respectful Relationships.	

Define Actions, Outcomes and Activities

Goal 1	GOAL 1: To build practice excellence in every classroom, with a focus on improving student outcomes in Literacy and Numeracy.
12 Month Target 1.1	Teacher Judgements for P-6 to be maintained above expected standard compared to state benchmarks in Reading, Writing and Numeracy AND cohort growth to be 85% of students at or above expected growth for 12 months.
12 Month Target 1.2	Percentage of students in the top two bands as indicated by NAPLAN to be at or above state: Year 5 Reading and Numeracy: Increase to 40% Year 5 Writing: Increase to 20% Year 3 Reading and Writing: Increase to 50% Year 3 Numeracy: Increase to 40%
12 Month Target 1.3	Percentage of students achieving medium or high relative growth as indicated by NAPLAN to be at or above 80% for Reading, Writing and Numeracy. Percentage of students achieving high benchmark growth as indicated by NAPLAN to be at or above state for Reading, Writing and Numeracy
KIS 1 Building practice excellence	Develop reading, writing and numeracy instructional models that are implemented consistently across the school
Actions	Embed all elements of the Myrniong Primary School Instructional model through: - Strengthening PLC, lesson observation and coaching models & structures across the school - Revising induction processes for new staff detailing the MPS instructional model/s - Coaching/mentoring new staff
Outcomes	Leaders will: use multiple sources of evidence to track peer coaching/instructional model implementation including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills; review curriculum and planning documentation Teachers will: understand and implement the structure of the instructional model; establish/improve peer observations/coaching; skills; use the instructional model to plan and deliver lessons Students will: be able to articulate the 'usual' structure of lessons; be able to articulate learning using a common language aligned to LI and SC

Success Indicators	<ul style="list-style-type: none"> - Minutes from leadership team meetings reflecting on progress (centered around the "5 questions"); - Curriculum team meeting minutes; - All lesson plans will include all elements of the MPS instructional model and the HITs; - Notes from peer observation and coaching; - Reflective notes from learning walks; - Notes from conversations with students during learning walks (centered around the "5 questions") 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Continued Professional Learning in Reading, Writing and Mathematics, specifically:</p> <ul style="list-style-type: none"> - building on the implementation of Leading Literacy and the Reading Instructional Model - development of scope and sequence and unit planning documentation in literacy and numeracy - PL delivered by Andrea Hillbrick focussing on differentiation - incorporate, and build staff capacity in, the 6+1 Traits of Writing 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<p>Documenting and publishing a whole school instructional model in Reading, Writing and Mathematics, supported by key professional reading purchased to support staff in planning and assessment</p>	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
<p>Peer observations (external and internal observations of exemplary practice)</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
<p>Development of, and documentation of, whole school curriculum plans, scope and sequences and unit planning</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Revised meeting schedule to maximise collaboration and embed PLC structures	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Researching and implementing a whole school approach to spelling/phonics	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	- Inform and build teacher capacity to differentiate learning and improve student learning outcomes.			
Actions	Embed Professional Learning Communities as a vehicle for building staff capacity in data literacy, the HITs and other differentiated learning and teaching practices. Implement a revised and strategic intervention structure in literacy and numeracy targeting Tier 2 and 3 students.			
Outcomes	Leaders will: communicate high expectations about PLC structures/model; use multiple sources of evidence to track implementation of PLCs including barriers and enablers; model how to give and receive feedback with staff with a particular focus on the Instructional Models and HITs/differentiated teaching practices; prioritise strategic resourcing of PLCs; design and implement a strategic intervention model; reflect on practice/s using "the 5 questions" Teachers will: understand the elements of high-quality PLCs, engage in regular conversations about student learning; plan for, and implement the HITs and other differentiated learning and teaching practices; use PLC time to evaluate the impact of teaching on student outcomes; give and receive feedback; engage in regular lesson observations; reflect on practice/s using "the 5 questions" Students will: engage in learning/lesson sequences targeted specifically for their learning needs; articulate answers to the "5 questions" when asked about their learning; set learning goals and reflect on their learning			
Success Indicators	<ul style="list-style-type: none"> - Minutes from leadership team meetings reflecting on progress (centered around the "5 questions"); - Curriculum team meeting minutes; - All lesson plans will include all elements of the MPS instructional model and the HITs/differentiated practice; - Notes from peer observation and coaching; - Reflective notes from learning walks 			

	- Notes from conversations with students during learning walks (centered around the "5 questions") - Increase in student learning growth (data walls, NAPLAN data, etc)			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implementation of strategic intervention structure in literacy and numeracy, including; STAP, phonics, Year 1/2 Literacy support, Year 2 Numeracy Intervention (EMU), Year 3/4 Numeracy extension	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement and monitor improved assessment and reporting practices and develop and plan for a new continuous assessment model (Xuno/Seesaw/P-T-S Conferences)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <input type="checkbox"/> Equity funding will be used
Whole school moderation of authentic assessments in Reading, Writing and Numeracy	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Building staff capacity and embedding practice around the High Impact Teaching Strategies (HITs)	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to embed the effective use of data through data walls, data tools, and building staff data literacy	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	GOAL 3: To develop healthy, happy and resilient students.			
12 Month Target 2.1	% Positive Endorsement in managing bullying (Yrs5-6) increased from 91.9% to 95% % Positive Endorsement in Sense of Confidence (Yrs5-6) increased from 88.9% to 90% % Endorsement in stimulated learning maintained at or above 96.7%			
12 Month Target 2.2	Increased student attendance rate from 94.1% to 95%			
KIS 1 Health and wellbeing	Provide a diverse range of programs to meet the social and emotional needs of all students.			
Actions	Implement the Respectful Relationships model as a whole school approach and actively operate as a Lead School working alongside partner schools.			
Outcomes	<p>Leaders will: model positive and respectful relationships at all times; have strong knowledge of Respectful Relationships; regularly monitor implementation and effectiveness of RR; work with partner schools to ensure effective implementation; support staff to build professional knowledge of RR and use effective RR practices</p> <p>Teachers will: understand what Respectful Relationships is/are; consistently implement RR; model positive and respectful relationships; work with teachers from partner schools to enable implementation; reflect on lesson plans and wider RR practices</p> <p>Students will: be able to identify elements of the RR model; actively engage in weekly RR lessons; model the expected behaviours inline with RR and school values</p>			
Success Indicators	<ul style="list-style-type: none"> - establishing a Respectful Relationships team - documenting and implementing a RR Scope and Sequence - facilitating professional learning with regional RR team - forming a network with RR partner schools and meeting regularly - parent forum/s focussed on RR - weekly implementation of lessons (work programs, observations) - release of teachers for half day planning in teams - review of behaviour management practices and processes 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Release of teachers (in pairs) for half day lesson planning for RR	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,200.00 <input type="checkbox"/> Equity funding will be used
Professional learning in RR	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Release of RR team to work with partner schools and facilitate school-wide implementation of RR	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00 <input type="checkbox"/> Equity funding will be used
Documentation of RR scope and sequences and associated lesson plans	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Identify a Koorie Curriculum Champion (Lidia Lacy) who will work within a Community of Practice, audit curriculum documentation to include Koorie perspectives and content and develop whole school opportunities around recognition and inclusion of Koorie perspectives.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$55,000.00	\$15,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$55,000.00	\$15,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Development of, and documentation of, whole school curriculum plans, scope and sequences and unit planning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$500.00
Implementation of strategic intervention structure in literacy and numeracy, including; STAP, phonics, Year 1/2 Literacy support, Year 2 Numeracy Intervention (EMU), Year 3/4 Numeracy extension	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$50,000.00	\$12,000.00
Building staff capacity and embedding practice around the High Impact Teaching Strategies (HITs)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$3,000.00	\$2,500.00
Totals			\$55,000.00	\$15,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	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
Continued Professional Learning in Reading, Writing and Mathematics, specifically: - building on the implementation of Leading Literacy and the Reading Instructional Model - development of scope and sequence and unit planning documentation in literacy and numeracy - PL delivered by Andrea Hillbrick focussing on differentiation - incorporate, and build staff capacity in, the 6+1 Traits of Writing	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Andrea Hillbrick <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Peer observations (external and internal observations of exemplary practice)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Revised meeting schedule to maximise collaboration and embed PLC structures	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Researching and implementing a whole school approach to spelling/phonics	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Implementation of strategic intervention structure in literacy and numeracy, including; STAP, phonics, Year 1/2 Literacy support, Year 2 Numeracy Intervention (EMU), Year 3/4 Numeracy extension	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants EMU	<input checked="" type="checkbox"/> On-site
Whole school moderation of authentic assessments in Reading, Writing and Numeracy	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<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"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Birth to 10 Numeracy Guide	<input checked="" type="checkbox"/> On-site
Building staff capacity and embedding practice around the High Impact Teaching Strategies (HITs)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources HITs	<input checked="" type="checkbox"/> On-site

Release of teachers (in pairs) for half day lesson planning for RR	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources Respectful Relationships team	<input checked="" type="checkbox"/> On-site
Professional learning in RR	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources RR team/curriculum	<input checked="" type="checkbox"/> On-site
Release of RR team to work with partner schools and facilitate school-wide implementation of RR	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Partner schools/internal