

2019 Annual Implementation Plan

for improving student outcomes

Brookside P-9 College (8908)



Submitted for review by Simon Sherlock (School Principal) on 13 December, 2018 at 04:48 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 18 December, 2018 at 04:44 PM
Endorsed by Rachel Morgan (School Council President) on 21 December, 2018 at 09:31 AM

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	<p>During 2018 the College has made significant progress in developing professional leadership. The College recognised a need to build new leadership teams with a focus on instructional and shared leadership. Data literacy has been strengthened within the leadership. During the Year a new leadership structure was implemented and resourced. The School Improvement Team has led the review and implementation of a new College Vision, Mission and Values and this is shaping strategic resource management.</p> <p>The Brookside College Clinical Teaching Model has provided a shared language and mechanism for professional learning across the College.</p> <p>Strategic action has been taken to re-shape how the College engages the Community in learning.</p> <p>There is now a need for the College to develop more a holistic approach to curriculum, pedagogy and assessment. Although assessment of learning has well established protocols across the College, assessment for learning is less developed and is recognised as an area for strategic improvement.</p>
---------------------------------------	--

<p>Considerations for 2019</p>	<p>Our self-evaluation reflections indicate a need to connect student assessment with learning to accelerate learner growth and enable teachers to evaluate and modify their teaching practice.</p> <p>The College needs to build assessment literacy across all teams.</p> <p>The analysis of student outcome data indicates that outcomes in Reading and Numeracy are inconsistent across the College. There needs to be a focus on explicit Reading instructional practices across the College. Implementing consistent Numeracy practice will continue to have a high priority as we consolidate practices already established in the College.</p> <p>A specific program will be implemented to support the learning of Koori students in 2019 with oversight from a designated staff member.</p> <p>An extension program is being introduced to meet the needs of students who are at least 12 months ahead of their peers in Mathematics and English.</p> <p>An intervention program is being introduced to meet the needs of students who are at least 12 months behind their peers in reading with an emphasis on Years 1 - 3.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To accelerate the learning growth of every student in English, Mathematics and Science.
Target 1.1	<ol style="list-style-type: none"> 1. Each student makes at least one Victorian level of learning in each school year in English, Mathematics and Science as measured by teacher judgment and internal benchmarks assessment 2. The NAPLAN Year 3 to 5 Relative Gain measures to show a) more than 25% of students making high relative gain b) less than 25% of students making low relative gain 3. The percentage of Prep to Year 9 students achieving A and B grades in English, Mathematics and Science to be above the State median based on 2016 benchmark results 4. The proportion of Year 3 students achieving NAPLAN bands 4, 5 and 6 for Reading, Writing and Numeracy at or above 80% during the Strategic Plan period 5. The proportion of Year 5 students achieving NAPLAN bands 6, 7 and 8 for Reading, Writing and Numeracy at or above 70% during the Strategic Plan period 6. Student performance in top two levels of proficiency for Critical and Creative Thinking to be above 20% in State measures
Key Improvement Strategy 1.a Building practice excellence	Develop consistent, evidence-based, Reading practices across the College.
Key Improvement Strategy 1.b Building practice excellence	Continue the implementation of consistent, evidence-based, numeracy practices across the College.
Goal 2	To improve student learning engagement.
Target 2.1	Student Attitude to School Survey 'Stimulating Learning', 'School Connectedness' and 'Student Motivation' at or better than 2016 State means of 4.09, 4.36 and 4.55 for Years 5 and 6 respectively and 3.14, 3.59 and 4.23 for Years 7 to 9 respectively

Key Improvement Strategy 2.a Empowering students and building school pride	Implement Play Based and Project Based Learning Pedagogies across the college.
Goal 3	To have all students stay highly connected and fully motivated as they move through the school.
Target 3.1	Student Attitude to School Survey 'Stimulating Learning', 'School Connectedness' and 'Student Motivation' at or better than 2016 State means of 4.09, 4.36 and 4.55 for Years 5 and 6 respectively and 3.14, 3.59 and 4.23 for Years 7 to 9 respectively
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Focus on continuous formative assessment and monitoring impact through the Clinical Teaching Model.
Goal 4	To develop in students a strong sense of personal responsibility for their choices, behaviours and interactions.
Target 4.1	<ol style="list-style-type: none"> 1. Student Attitudes to School Survey 'Classroom Behaviour' at or better than the 2016 State mean of 3.36 at Years 5 and 6, and 3.10 at Years 7 to 9 2. Student PAT Wellbeing measures show year on year improvement against 2016 benchmarks
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	To embed a consistent, calm and orderly environment that promotes a positive climate for learning through the establishment of a college wide positive behaviours framework.
Goal 5	To improve student global awareness

Target 5.1	Student local competency to be above State median.
Key Improvement Strategy 5.a Global citizenship	Implement New Pedagogies for Deeper Learning Framework with focus on 21st century skills.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To accelerate the learning growth of every student in English, Mathematics and Science.	Yes	<ol style="list-style-type: none"> 1. Each student makes at least one Victorian level of learning in each school year in English, Mathematics and Science as measured by teacher judgment and internal benchmarks assessment 2. The NAPLAN Year 3 to 5 Relative Gain measures to show a) more than 25% of students making high relative gain b) less than 25% of students making low relative gain 3. The percentage of Prep to Year 9 students achieving A and B grades in English, Mathematics and Science to be above the State median based on 2016 benchmark results 4. The proportion of Year 3 students achieving NAPLAN bands 4, 5 and 6 for Reading, Writing and Numeracy at or above 80% during the Strategic Plan period 5. The proportion of Year 5 students achieving NAPLAN bands 6, 7 and 8 for Reading, Writing and Numeracy at or above 70% during the Strategic Plan period 6. Student performance in top two levels of proficiency for Critical and Creative Thinking to be above 20% in State measures 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The NAPLAN Year 3 to 5 Relative Gain measures to show a) more than 25% of students making high relative gain b) less than 25% of students making low relative gain.</p> <p>Scaled Score Mean Targets</p> <p>Year 5 Reading 513, Writing 505, Spelling 504, Grammar and Punctuation 515, Numeracy 513</p> <p>Year 7 Reading 566, Writing 541, Spelling 570, Grammar and Punctuation 548, Numeracy 560</p> <p>Year 9 Reading 581, Writing 567, Spelling 583, Grammar and Punctuation 592, Numeracy 606</p>

To improve student learning engagement.	No	Student Attitude to School Survey 'Stimulating Learning', 'School Connectedness' and 'Student Motivation' at or better than 2016 State means of 4.09, 4.36 and 4.55 for Years 5 and 6 respectively and 3.14, 3.59 and 4.23 for Years 7 to 9 respectively	
To have all students stay highly connected and fully motivated as they move through the school.	Yes	Student Attitude to School Survey 'Stimulating Learning', 'School Connectedness' and 'Student Motivation' at or better than 2016 State means of 4.09, 4.36 and 4.55 for Years 5 and 6 respectively and 3.14, 3.59 and 4.23 for Years 7 to 9 respectively	State means of 4.09, 4.36 and 4.55 for Years 5 and 6 respectively and 3.14, 3.59 and 4.23 for Years 7 to 9 respectively
To develop in students a strong sense of personal responsibility for their choices, behaviours and interactions.	No	<ol style="list-style-type: none"> 1. Student Attitudes to School Survey 'Classroom Behaviour' at or better than the 2016 State mean of 3.36 at Years 5 and 6, and 3.10 at Years 7 to 9 2. Student PAT Wellbeing measures show year on year improvement against 2016 benchmarks 	
To improve student global awareness	No	Student local competency to be above State median.	

Goal 1	To accelerate the learning growth of every student in English, Mathematics and Science.	
12 Month Target 1.1	<p>The NAPLAN Year 3 to 5 Relative Gain measures to show a) more than 25% of students making high relative gain b) less than 25% of students making low relative gain.</p> <p>Scaled Score Mean Targets Year 5 Reading 513, Writing 505, Spelling 504, Grammar and Punctuation 515, Numeracy 513 Year 7 Reading 566, Writing 541, Spelling 570, Grammar and Punctuation 548, Numeracy 560 Year 9 Reading 581, Writing 567, Spelling 583, Grammar and Punctuation 592, Numeracy 606</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop consistent, evidence-based, Reading practices across the College.	Yes
KIS 2 Building practice excellence	Continue the implementation of consistent, evidence-based, numeracy practices across the College.	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.	<p>Reading instructional practices are not shared across the College. The College does not hold students in the top 2 bands for Reading - in Year 3 >50% students consistently score in the top 2 bands at NAPLAN by the time students reach Year 9 this has dropped to <20%. Conversely high relative growth shows the opposite pattern with the percentage of students with high relative growth increasing as they transition through the College.</p> <p>A similar pattern is seen in numeracy however, the practices here are more shared and consistency is now the area of focus.</p>	
Goal 2	To have all students stay highly connected and fully motivated as they move through the school.	
12 Month Target 2.1	State means of 4.09, 4.36 and 4.55 for Years 5 and 6 respectively and 3.14, 3.59 and 4.23 for Years 7 to 9 respectively	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Focus on continuous formative assessment and monitoring impact through the Clinical Teaching Model.	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.	Our self-evaluation indicated that although assessment of learning has well established protocols across the College, assessment for learning is less developed and is recognised as an area for strategic improvement. In addition comparison of teacher judgments and NAPLAN show that there is strong agreement between the scores from year 5 - 9 but in Year 3 there is a significant difference indicating a need to strengthen assessment practices. This work enables teachers and students to set meaningful goals that empower learners and enable teachers to reflect on the impact of their practice. Goal setting will support students to stay highly connected and fully motivated as they transition through the College.	

Define Actions, Outcomes and Activities

Goal 1	To accelerate the learning growth of every student in English, Mathematics and Science.
12 Month Target 1.1	<p>The NAPLAN Year 3 to 5 Relative Gain measures to show a) more than 25% of students making high relative gain b) less than 25% of students making low relative gain.</p> <p>Scaled Score Mean Targets Year 5 Reading 513, Writing 505, Spelling 504, Grammar and Punctuation 515, Numeracy 513 Year 7 Reading 566, Writing 541, Spelling 570, Grammar and Punctuation 548, Numeracy 560 Year 9 Reading 581, Writing 567, Spelling 583, Grammar and Punctuation 592, Numeracy 606</p>
KIS 1 Building practice excellence	Develop consistent, evidence-based, Reading practices across the College.
Actions	<p>Develop a Brookside College P-9 Reading Instructional Model. Form a Reading Working group to work closely with external consultant. Develop consistent understanding of evidence based reading pedagogies. Embed Scope and Sequence and Assessment Schedule.</p>
Outcomes	<p>STUDENTS</p> <ul style="list-style-type: none"> - understand the learning goals and success criteria - understand the lesson routine and confidently negotiate the sequence of steps/activities. <p>TEACHERS</p> <ul style="list-style-type: none"> - explain to students the steps in the lesson, including presenting learning intentions, explicitly presenting new knowledge, identifying planned opportunities for practice, outlining questioning techniques the class will use, and describing the assessment formats - make clear connections between the learning goals,

	<p>activities and assessment tasks</p> <ul style="list-style-type: none"> - create transparent, predictable and purposeful routines for students - identify clear transitions between each step in the lesson - plans the sequence of steps to scaffold student learning - monitor student understanding and provides feedback. <p>LEADERS</p> <ul style="list-style-type: none"> - provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during Learning Walks - support staff through professional learning and coaching conversations to deepen their understanding of the development of reading skills in children - facilitate and support collaborative practices across the College <p>PARENTS</p> <ul style="list-style-type: none"> - understand their child's learning goals and success criteria - understand how they can support their child in achieving their goals 			
Success Indicators	<p>Copy of Reading Instructional Model Development of Reading Instructional Handbook Development of Reading Non-negotiables Conduct Learning Walks Survey students Summative and benchmark data analysis</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage a Reading Consultant to work with Working Group.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Instructional Coaching with Learning Specialists and Principal Class.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Engage in UMNOS for 2019	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,500.00 <input type="checkbox"/> Equity funding will be used
Implement phonological awareness programs through Multi-Lit and Speech Therapists	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input type="checkbox"/> Equity funding will be used
Provide information sessions to parents to support reading home learning.	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement whole College reading instructional non-negotiables.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Continue the implementation of consistent, evidence-based, numeracy practices across the College.			
Actions	Further refine the Brookside College P-9 Mathematics Instructional Model. Form a Numeracy Working Group to work closely with external consultant. Further develop consistent understanding of evidence based numeracy pedagogies. Further embed the Scope and Sequence and Assessment Schedule.			

	<p>Coaching to scaffold teacher implementation of problem-based learning strategies, learning centres and number talks in every mathematics classroom. Further refine the problem-based mathematics lesson structure to include a College-wide approach to the teaching of problem-solving.</p>
<p>Outcomes</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> - understand the learning goals and success criteria - understand the lesson routine and confidently negotiate the sequence of steps/activities. <p>TEACHERS</p> <ul style="list-style-type: none"> - explain to students the steps in the lesson, including presenting learning intentions, explicitly presenting new knowledge, identifying planned opportunities for practice, outlining questioning techniques the class will use, and describing the assessment formats - make clear connections between the learning goals, activities and assessment tasks - create transparent, predictable and purposeful routines for students - identify clear transitions between each step in the lesson - plans the sequence of steps to scaffold student learning - monitor student understanding and provides feedback. <p>LEADERS</p> <ul style="list-style-type: none"> - provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during Learning Walks - support staff through professional learning and coaching conversations to deepen their understanding of the development of reading skills in children - facilitate and support collaborative practices across the College <p>PARENTS</p> <ul style="list-style-type: none"> - understand their child's learning goals and success criteria - understand how they can support their child in achieving their goals
<p>Success Indicators</p>	<p>Copy of refined Numeracy Instructional Model refinement of Numeracy Instructional Handbook Development of Numeracy Non-negotiables Conduct Learning Walks</p>

	Survey students Summative and benchmark data analysis			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage a Numeracy Consultant to work with Working Group on further refinement of problem-based learning strategies in Numeracy.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Instructional Coaching with Learning Specialists and Principal Class.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide information sessions to parents to support numeracy home learning.	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement whole College numeracy instructional non-negotiables.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To have all students stay highly connected and fully motivated as they move through the school.			
12 Month Target 2.1	State means of 4.09, 4.36 and 4.55 for Years 5 and 6 respectively and 3.14, 3.59 and 4.23 for Years 7 to 9 respectively			
KIS 1	Focus on continuous formative assessment and monitoring impact through the Clinical Teaching Model.			

Evidence-based high-impact teaching strategies	
Actions	<p>Develop Assessment for Learning Model. Form a Assessment for Learning Working Group to work closely with external consultants. Develop consistent understanding of evidence based feedback pedagogies.</p>
Outcomes	<p>STUDENTS</p> <ul style="list-style-type: none"> - students can articulate the goals of each lesson, and how they will have successfully achieved them - actively engage with the learning goals to plan their own learning - self-monitor their progress, and provide evidence they believe demonstrates they have achieved their goals - frame future learning goals based on identified strengths and areas for improvement <p>TEACHERS</p> <ul style="list-style-type: none"> - assesses students' prior knowledge - articulate learning goals and success criteria that are communicated clearly, referred to frequently and used by students to monitor and advance their own learning - uses evidence to differentiate learning goals for groups of students based on need - demonstrates a purpose for learning by linking a specific activity to the learning goals - provides realistic but challenging goals, and recognises effort towards achieving them - use a variety of formative assessment activities to help students assess their own progress - analyse student data to reflect and review the impact of their practice on learning outcomes <p>LEADERS</p> <ul style="list-style-type: none"> - provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during Learning Walks - support staff through professional learning and coaching conversations to deepen their understanding of the development of writing skills in children - facilitate and support collaborative practices across the College <p>PARENTS</p> <ul style="list-style-type: none"> - monitor their child's progress, and are provided with evidence that demonstrates their child has achieved their goals

Success Indicators	Copy of Assessment for Learning Model Development of Instructional Handbook Development of Assessment for Learning Non-negotiables Conduct Learning Walks Interviews with students			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage consultants in Learning Intentions and Success Criteria, Goal Setting, Feedback and Developmental Rubrics with Working Group.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used
Use 'Embedding Formative Assessment' professional development program to support implementation of formative assessment.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$7,500.00 <input type="checkbox"/> Equity funding will be used
Provide information sessions that enable parents to monitor their child's progress.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement whole College formative assessment non-negotiables.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Instructional Coaching with Learning Specialists and Principal Class.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$0.00

			to: Term 4	<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	\$24,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$24,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Engage a Numeracy Consultant to work with Working Group on further refinement of problem-based learning strategies in Numeracy.	from: Term 1 to: Term 4		\$24,000.00	
Totals			\$24,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	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
Engage a Reading Consultant to work with Working Group.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Working with external consultants Terri Campbell and Mardi Gorman to develop consistent reading instructional practices across the College.	<input checked="" type="checkbox"/> On-site
Instructional Coaching with Learning Specialists and Principal Class.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Engage in UMNOS for 2019	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site Year 2 of partnership with University of Melbourne Network of Schools with a focus on reading instruction.

Implement phonological awareness programs through Multi-Lit and Speech Therapists	<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"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Silver Tongues Speech pathology engaged to provide consultancy, identify student needs and provide intervention and carry out assessments.	<input checked="" type="checkbox"/> On-site
Develop and implement whole College reading instructional non-negotiables.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Engage a Numeracy Consultant to work with Working Group on further refinement of problem-based learning strategies in Numeracy.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants External consultancy provided by Chris Coombes as part of a continuing partnership.	<input checked="" type="checkbox"/> On-site
Instructional Coaching with Learning Specialists and Principal Class.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Develop and implement whole College numeracy instructional non-negotiables.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Engage consultants in Learning Intentions and Success Criteria, Goal Setting, Feedback and Developmental Rubrics with Working Group.	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Working with Ryan Dunn and colleagues from the Melbourne University Graduate School of Education to continue work started last year on developmental rubrics, assessment for learning and effective goal setting for students.	<input checked="" type="checkbox"/> On-site
Use 'Embedding Formative Assessment' professional development program to support implementation of formative assessment.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Develop and implement whole College formative assessment non-negotiables.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Instructional Coaching with Learning Specialists and Principal Class.	<input checked="" type="checkbox"/> Leadership Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site