

2020 Annual Implementation Plan

for improving student outcomes

Mildura Specialist School (5251)



Submitted for review by Penny Hale (School Principal) on 20 December, 2019 at 02:23 PM
Endorsed by Andrew Ough (Senior Education Improvement Leader) on 07 January, 2020 at 11:08 AM
Endorsed by Connie Aldamiz (School Council President) on 24 February, 2020 at 07:30 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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Evolving moving towards 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	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Embedding

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

Enter your reflective comments	Continue the work to document the viable curriculum.
Considerations for 2020	Embed the understanding and use of the pedagogical model. Provide opportunities for teachers and education support staff to moderate. Utilise a scope and sequence document to show individual student progress along the curriculum. Use data to inform teaching and learning with all staff contributing to the data sets. Continue to work with staff to raise disability awareness with autism training provided by Hayley Draper and Liz Patterson. Create a calendar of events for the whole year including times for PDP meetings and AIP implementation and review. Establish an agreed system for the compilation of classes for 2021 and the transition process. Make the Annual Implementation Plan targets, actions and activities visible for all including the School Council and staff. Develop teacher understanding of the Respectful Relationships curriculum to strengthen the Connections/Circle time. Develop a school wide process for communicating to families - with an ICT platform and /or for students with limited/no verbal communication. Establish peer observations for teachers and allied health. Central place for curriculum documents and data sets.

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	: Develop a whole school consistent pedagogical approach to teaching and learning to improve student outcomes.
Target 1.1	<p>90% of students will achieve growth against the Victorian Curriculum in English and Mathematics 80% of senior students will successfully complete designated modules in VCAL and VET. Improvement in ratings in the School Staff Survey -Academic emphasis 73 -Teacher collaboration 75 -Guaranteed and viable curriculum 83 Benchmarked ratings in 2017 for Student Attitude to School Survey: -Learning Confidence 84 -Self-regulation and goal setting 84 -Stimulating learning 88 -Teacher Effectiveness 86</p>
Key Improvement Strategy 1.a Building practice excellence	Improve the capacity of staff to provide a consistent approach across the school to planning and teaching with a focus on reading
Goal 2	Develop a whole school approach to monitoring, tracking and analysing student data for individual students, cohorts of students and whole school.
Target 2.1	<p>Improvement in ratings for Student Engagement in the Parent Opinion Survey at or above state level: -Connectedness to Peers 65 -Student Motivation 50 -Social Skills 65 -School Connectedness 65 Improvement in ratings for Student Attitudes to School Survey from 2017 benchmark. -School Connectedness 81 - Motivation and interest 93 -High expectations for success 95 Improvement in ratings for Staff Opinion Survey at or above the state level: -Staff trust in colleagues 82 -Collective Responsibility 85 Data reflects an increase in attendance for specific cohorts, a decrease in suspensions and in tier 3 behaviours for any year of the review</p>

Key Improvement Strategy 2.a Building practice excellence	Develop teacher knowledge of how to use data to inform practice and improve student outcomes
Goal 3	Develop consistency in implementing the school's vision, values and expectations in everyday practise across the school to ensure community well-being and resilience
Target 3.1	<p>Improvement in Parent Opinion Survey</p> <ul style="list-style-type: none"> -Student Safety 13 -Classroom Behaviour 30 -General Satisfaction 90 <p>Improvement in Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> -Attitudes to attendance 82 -Classroom Behaviour 83 -Student voice and agency 79 <p>Improvement in Staff Opinion Survey :</p> <ul style="list-style-type: none"> -Collective Efficacy 73 -Collective focus on student learning 89
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop consistent practise within all classrooms and programs to support individual needs of students to successfully participate in learning evidenced by data collated.
Goal 4	To strengthen whole-school capacity for distributed and accountable leadership.
Target 4.1	<p>Baseline data collected in 2017.</p> <p>Ratings in staff opinion survey at state level or above for</p> <ul style="list-style-type: none"> -School Leadership: Instructional leadership
Key Improvement Strategy 4.a Building leadership teams	Develop leadership skills in running effective PLT's and coaching others

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
: Develop a whole school consistent pedagogical approach to teaching and learning to improve student outcomes.	Yes	90% of students will achieve growth against the Victorian Curriculum in English and Mathematics 80% of senior students will successfully complete designated modules in VCAL and VET. Improvement in ratings in the School Staff Survey -Academic emphasis 73 -Teacher collaboration 75 -Guaranteed and viable curriculum 83 Benchmarked ratings in 2017 for Student Attitude to School Survey: -Learning Confidence 84 -Self-regulation and goal setting 84 -Stimulating learning 88 -Teacher Effectiveness 86	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Academic emphasis 72.14- 73.00 -Teacher collaboration 74.86-76.00 -Guaranteed and viable curriculum 76.52-78.00 Benchmarked ratings in 2017 for Student Attitude to School Survey: -Learning Confidence 83.3- 85 -Self-regulation and goal setting 86.7-88.00 -Stimulating learning 48.3 - 50.00 -Effective Teaching Time 73.3 - 75.00
Develop a whole school approach to monitoring, tracking and analysing student data for individual students, cohorts of students and whole school.	Yes	Improvement in ratings for Student Engagement in the Parent Opinion Survey at or above state level: -Connectedness to Peers 65 -Student Motivation 50 -Social Skills 65 -School Connectedness 65	Improvement in ratings for Student Engagement in the Parent Opinion Survey at or above state level: -Student connectedness 88.6- 90.00

		<p>Improvement in ratings for Student Attitudes to School Survey from 2017 benchmark.</p> <ul style="list-style-type: none"> -School Connectedness 81 - Motivation and interest 93 -High expectations for success 95 <p>Improvement in ratings for Staff Opinion Survey at or above the state level:</p> <ul style="list-style-type: none"> -Staff trust in colleagues 82 -Collective Responsibility 85 <p>Data reflects an increase in attendance for specific cohorts, a decrease in suspensions and in tier 3 behaviours for any year of the review</p>	<ul style="list-style-type: none"> -Student Motivation 91.1- 93.00 -Social Skills -School C <p>Improvement in ratings for Student Attitudes to School Survey from 2017 benchmark.</p> <ul style="list-style-type: none"> -School Connectedness 81 - Motivation and interest 81.7-83 -High expectations for success 68.3-70 <p>Improvement in ratings for Staff Opinion Survey at or above the state level:</p> <ul style="list-style-type: none"> -Staff trust in colleagues 82 -Collective Responsibility 85
<p>Develop consistency in implementing the school's vision, values and expectations in everyday practise across the school to ensure community well-being and resilience</p>	<p>No</p>	<p>Improvement in Parent Opinion Survey</p> <ul style="list-style-type: none"> -Student Safety 13 -Classroom Behaviour 30 -General Satisfaction 90 <p>Improvement in Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> -Attitudes to attendance 82 -Classroom Behaviour 83 -Student voice and agency 79 <p>Improvement in Staff Opinion Survey :</p> <ul style="list-style-type: none"> -Collective Efficacy 73 -Collective focus on student learning 89 	

To strengthen whole-school capacity for distributed and accountable leadership.	No	Baseline data collected in 2017. Ratings in staff opinion survey at state level or above for -School Leadership: Instructional leadership	
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Goal 1	: Develop a whole school consistent pedagogical approach to teaching and learning to improve student outcomes.	
12 Month Target 1.1	<p>Academic emphasis 72.14- 73.00</p> <p>-Teacher collaboration 74.86-76.00</p> <p>-Guaranteed and viable curriculum 76.52-78.00</p> <p>Benchmarked ratings in 2017 for Student Attitude to School Survey:</p> <p>-Learning Confidence 83.3- 85</p> <p>-Self-regulation and goal setting 86.7- 88.00</p> <p>-Stimulating learning 48.3 -50.00</p> <p>-Effective Teaching Time 73.3 - 75.00</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Improve the capacity of staff to provide a consistent approach across the school to planning and teaching with a focus on reading	Yes

<p>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>	<p>Consolidate the work completed in the past 12 months on the curriculum and pedagogical model.</p>
<p>Goal 2</p>	<p>Develop a whole school approach to monitoring, tracking and analysing student data for individual students, cohorts of students and whole school.</p>
<p>12 Month Target 2.1</p>	<p>Improvement in ratings for Student Engagement in the Parent Opinion Survey at or above state level:</p> <ul style="list-style-type: none"> -Student connectedness 88.6- 90.00 -Student Motivation 91.1- 93.00 -Social Skills -School C <p>Improvement in ratings for Student Attitudes to School Survey from 2017 benchmark.</p> <ul style="list-style-type: none"> -School Connectedness 81 - Motivation and interest 81.7-83 -High expectations for success 68.3-70 <p>Improvement in ratings for Staff Opinion Survey at or above the state level:</p> <ul style="list-style-type: none"> -Staff trust in colleagues 82 -Collective Responsibility 85

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop teacher knowledge of how to use data to inform practice and improve student outcomes	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.	To continue embedding the work completed over the past 12 months on data informed practice.	

Define Actions, Outcomes and Activities

Goal 1	: Develop a whole school consistent pedagogical approach to teaching and learning to improve student outcomes.
12 Month Target 1.1	<p>Academic emphasis 72.14- 73.00</p> <p>-Teacher collaboration 74.86-76.00</p> <p>-Guaranteed and viable curriculum 76.52-78.00</p> <p>Benchmarked ratings in 2017 for Student Attitude to School Survey:</p> <p>-Learning Confidence 83.3- 85</p> <p>-Self-regulation and goal setting 86.7- 88.00</p> <p>-Stimulating learning 48.3 -50.00</p> <p>-Effective Teaching Time 73.3 - 75.00</p>
KIS 1 Building practice excellence	Improve the capacity of staff to provide a consistent approach across the school to planning and teaching with a focus on reading
Actions	<p>Continue with PLC's</p> <p>Introduce peer observations</p> <p>Consolidate our pedagogical model</p>
Outcomes	<p>Students: will show an increase in the use of Oral Language</p> <p>Teachers: will improve their practices through the feedback from peer observations and PLCs.</p> <p>Leadership: establish and refine the processes of collaborating through the development of protocols</p> <p>Community: wider awareness and engagement in the school wide Literacy focus</p>
Success Indicators	Data will show improvement in Literacy skills

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish a peer observation and coaching format and process for all teachers to participate in at least one per term related to the components of the pedagogical model	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning Communities related to Oral Language and Engagement with protocols developed	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue professional learning modules for Project Core and embed use of Universal Core Vocabulary in the classroom New staff will complete Project Core Modules	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Explore and utilise resources from the Literacy toolkit to improve teacher practice through professional learning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Incorporate peer coaching focus into PDP	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,125.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a whole School approach to communicating with families of students with limited verbal skills	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$88,849.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Explore a consistent approach to teaching writing and complete professional development in the writing process involving the use of oral language	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Complete relevant professional learning-specifically for the Blg 6, specifically oral language and communication.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Develop a whole school approach to monitoring, tracking and analysing student data for individual students, cohorts of students and whole school.			
12 Month Target 2.1	<p>Improvement in ratings for Student Engagement in the Parent Opinion Survey at or above state level:</p> <ul style="list-style-type: none"> -Student connectedness 88.6- 90.00 -Student Motivation 91.1- 93.00 -Social Skills -School C <p>Improvement in ratings for Student Attitudes to School Survey from 2017 benchmark.</p> <ul style="list-style-type: none"> -School Connectedness 81 - Motivation and interest 81.7-83 			

	<p>-High expectations for success 68.3-70</p> <p>Improvement in ratings for Staff Opinion Survey at or above the state level:</p> <p>-Staff trust in colleagues 82</p> <p>-Collective Responsibility 85</p>			
KIS 1 Building practice excellence	Develop teacher knowledge of how to use data to inform practice and improve student outcomes			
Actions	Establish a consistent approach to data collection			
Outcomes	Teachers will improve their skills in identifying students individual levels related to the Victorian Curriculum and VCAL/VET.			
Success Indicators	Teachers will be able to identify students individual levels related to the Victorian Curriculum and VCAL through assessment strategies to show student growth.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Revise the assessment schedule, including exploring assessment tools on the insight Assessment Platform, Junior Oral Language Screening Tool and sections of the CELF-5	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Explore Xuno for more efficient data collection for tracking tier 1, 2 and 3 behaviours.	<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	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Improve teachers' understanding of data collection strategies through professional learning related to 'Clarity' by Lyn Sharratt	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Nominated staff visit other schools to learn about their data collection and assessment tools	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish a moderation process to promote collective efficacy and teacher collaboration.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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	\$181,974.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$181,974.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Continue professional learning modules for Project Core and embed use of Universal Core Vocabulary in the classroom New staff will complete Project Core Modules	from: Term 1 to: Term 4		\$30,000.00	
Incorporate peer coaching focus into PDP	from: Term 1 to: Term 4		\$45,125.00	
Develop a whole School approach to communicating with families of students with limited verbal skills	from: Term 1 to: Term 4		\$88,849.00	

Complete relevant professional learning-specifically for the Blg 6, specifically oral language and communication.	from: Term 2 to: Term 3		\$10,000.00	
Explore Xuno for more efficient data collection for tracking tier 1, 2 and 3 behaviours.	from: Term 1 to: Term 4		\$5,000.00	
Nominated staff visit other schools to learn about their data collection and assessment tools	from: Term 1 to: Term 2		\$3,000.00	
Totals			\$181,974.00	

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
Establish a peer observation and coaching format and process for all teachers to participate in at least one per term related to the components of the pedagogical model	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional Learning Communities related to Oral Language and Engagement with protocols developed	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Continue professional learning modules for Project Core and embed use of Universal Core Vocabulary in the classroom New staff will complete Project Core Modules	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Explore and utilise resources from the Literacy toolkit to improve teacher practice through professional learning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	
Incorporate peer coaching focus into PDP	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Develop a whole School approach to communicating with families of students with limited verbal skills	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Explore a consistent approach to teaching writing and complete professional development in the writing process involving the use of oral language	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Complete relevant professional learning- specifically for the Blg 6, specifically oral language and communication.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Revise the assessment schedule, including exploring assessment tools on the insight Assessment Platform, Junior Oral Language Screening Tool and sections of the CELF-5	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Explore Xuno for more efficient data collection for tracking tier 1, 2 and 3 behaviours.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <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
Improve teachers' understanding of data collection strategies through professional learning related to 'Clarity' by Lyn Sharratt	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Nominated staff visit other schools to learn about their data collection and assessment tools	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site nominated schools
Establish a moderation process to promote collective efficacy and teacher collaboration.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Maths/Sci Specialist	
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