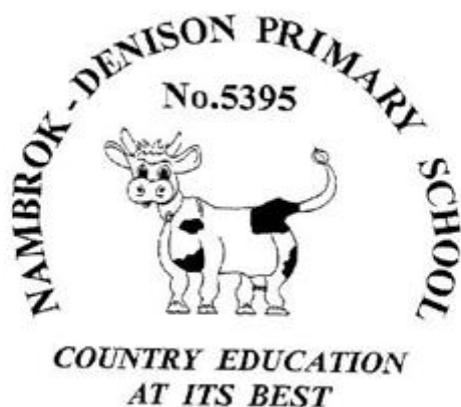


# 2020 Annual Implementation Plan

## for improving student outcomes

Nambrok Denison Primary School (5395)



Submitted for review by Craig Pauwels (School Principal) on 10 December, 2019 at 11:23 AM  
Endorsed by Craig Felstead (Senior Education Improvement Leader) on 20 January, 2020 at 11:10 AM  
Awaiting endorsement by School Council President

# Self-evaluation Summary - 2020

Nambrok Denison Primary School (5395)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
--	---	------------------------------	------------------------------

<b>Excellence in teaching and learning</b>	Building practice excellence	Embedding	<p>Professional Learning for staff has been in line with the School Strategic Plan.</p> <p>Professional Learning Teams have been established and teachers take part in these each week, consistently working on improving practice and student outcomes.</p> <p>Each staff meeting is begun with staff looking at individual students and the progress they are making. Regular classrooms observations have been common practice within the school.</p> <p>Staff professional target setting has been in line with the direction of the school and the development of individual staff.</p>
	Curriculum planning and assessment	Evolving moving towards Embedding	<p>The school has a clear set of vision and values. Staff are very aware of the individual needs of students and work to deliver a program that caters for them.</p> <p>Staff have worked on creating consistent curriculum plans, scope and sequences and assessment schedules.</p> <p>There is a consistent flow through with the curriculum and programs delivered across all year levels.</p>
	Evidence-based high-impact teaching strategies	Embedding	<p>Teachers plan and deliver structured lessons based on the needs of the students and the curriculum.</p> <p>Teachers have been working on improving their use of learning intentions in their classes and providing effective feedback to their students.</p> <p>Teachers create safe and inclusive learning environments that encourage students to have a go and take risks with their learning.</p>

	Evaluating impact on learning	Embedding moving towards Excelling	<p>Teachers work together in Professional Learning Teams with scheduled meetings held each week. Each staff meeting is begun with staff looking at individual students and the progress they are making. Teachers are using a range of strategies to make judgements and some moderation activities have occurred within the cluster.</p>
--	-------------------------------	------------------------------------	---

<b>Professional leadership</b>	Building leadership teams	Embedding moving towards Excelling	<p>Staff are all responsible for leading different areas of the school:</p> <ul style="list-style-type: none"> <li>- PLC Leader</li> <li>- Literacy Leader</li> <li>- SWPBS / Wellbeing Leader</li> </ul> <p>Opportunities have been provided for highly accomplished teachers to begin leading learning across within the school, and leading PLT meetings amongst these teachers.</p> <p>Teams have been set up in the priority areas to drive forward the direction of the school.</p>
	Instructional and shared leadership	Embedding moving towards Excelling	The principal provides opportunities for collaborative work, and work has been done to ensure that staff professional meeting and learning is focused on the greatest needs of the students
	Strategic resource management	Embedding moving towards Excelling	<p>The school's history, direction and context are all taken into account with any decision making.</p> <p>School Council play a vital role in the involvement of making decision for the advancement of the school.</p> <p>Resources are well managed by the leadership.</p> <p>Being a small school, all staff are involved in the direction and decisions of the school.</p>
	Vision, values and culture	Embedding	<p>School has clearly defined values. More work can be done on clarifying vision and purpose of the school as a whole, with a more succinct mission and vision statement.</p> <p>Being a small school, all staff are involved in the direction and decisions of the school.</p>

<b>Positive climate for learning</b>		Empowering students and building school pride	Evolving moving towards Embedding	The school seeks to make strong connections with the school community, including parents and families as a part of our tight knit family. Student involvement through leadership opportunities is an ongoing focus. Student voice is an area of ongoing development.
		Setting expectations and promoting inclusion	Embedding moving towards Excelling	Staff are aware and the focus of improving this domain is focussed around positive relationships and knowing each individual student. The staff have identified this area as embedding with some areas working in the excelling stage. Student achievement and success is celebrated. Teachers have a thorough understanding of each individual student and work to compile a program that includes them in all learning activities.
		Health and wellbeing	Embedding	The school has undertaken the School Wide Positive Behaviours System to promote and reward positive behaviours. They have also become a registered ESmart school. Restorative practices are used in dealing with any student issues. Student welfare is a set item on the Morning Briefing agenda to allow discussion and the implementation of strategies for students identified as at risk at that point in time.

	Intellectual engagement and self-awareness	Embedding	<p>Teachers have high expectations of their students and set individual goals for their improvement.</p> <p>Teachers deliver a program that enables them to differentiate tasks to cater for student needs and abilities.</p> <p>Spelling and Maths instruction sessions are streamed to enable each ability to be targeted.</p> <p>Ongoing training occurs to further develop teacher capabilities in working with individual students. A focus of staff meetings is to look at individual students and strategies for continued improvement.</p>
--	--	-----------	--

Community engagement in learning		Building communities	Evolving moving towards Embedding	Nambrok Denison strives to ensure that they maintain a strong sense of community. Groups such as School Council, Parents Club and the Fete Committee enable parents to play an active role in the school. Parents are kept well informed with whole school or individual student progress / issues through newsletters, information sessions, Facebook page, formal and informal meetings and phone calls. Families are encouraged to take an active part in their students learning journey.
		Global citizenship	Evolving moving towards Embedding	The school has a good understanding of the circumstances surrounding their community and surrounds. Consideration is taken into account of the community when planning events. It has been identified that work needs to occur to include the culture and understandings of our EAL students. The school aims to participate in as many global events as possible, giving students the opportunity and understandings of the significance of these events, such as: Clean up Australia Day, ANZAC Day, etc.
		Networks with schools, services and agencies	Embedding	The school connects with other schools in the Rural Cluster and additional close by schools. This occurs through combined professional developments, networking and sporting events. Nambrok Denison is the base school for the MARC program requiring ongoing connections with the other schools in the program. The school is involved in a Community of Practice focussed on the Area Reading Strategy. Staff work collaboratively with staff from the rural cluster schools for team planning days each term.

	Parents and carers as partners	Evolving moving towards Embedding	Nambrok Denison strives to ensure that they maintain a strong sense of community. Groups such as School Council, Parents Club and the Fete Committee enable parents to play an active role in the school. Parents are kept well informed with whole school or individual student progress / issues through newsletters, information sessions, Facebook page, formal and informal meetings and phone calls. Families are encouraged to take an active part in their students learning journey.
--	--------------------------------	-----------------------------------	---

<b>Enter your reflective comments</b>	We are making steady progress in the right direction. It is ongoing work for our staff to ensure that we have a working instructional model for each learning area, consistent planning documents, effective use of student data and are working in a cohesive manner towards achieving our goals.
<b>Considerations for 2020</b>	<ul style="list-style-type: none"> <li>- Maths Specialist role will assist us in moving academic results forward.</li> <li>- PLC will assist us in moving academic results forward - clearer focus on student data and individual student improvement.</li> <li>- PLC Leader / Maths Specialist to continue to drive consistent planning documents / overviews / curriculum documents</li> <li>- Literacy Leader will continue to drive the Area Reading Strategy work.</li> <li>- Focus on best practice and continuity throughout the school.</li> </ul>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve and maximise individual student learning across the whole curriculum with a focus on literacy and numeracy.
<b>Target 1.1</b>	<p>At least 75% of students achieving medium to high relative growth in the NAPLAN results.</p> <p>Victorian Curriculum Teacher Judgements highlight at least 75% of students achieving at or above the expected level in Reading, Writing and Number.</p> <p>Maintain the percentage of students in the top two NAPLAN bands identified at year 3.</p>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	PLC (Professional Learning Community) to be an ongoing process for identifying areas of need, improved teaching strategies and the individualised monitoring of student progress
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Development of an agreed instructional model, strategy of reflective practice and scope and sequence to ensure consistency in the teaching approaches in our school
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Continued focus on Challenging Learning focusing on utilising Learning Intentions for student clarity and effective feedback in all classes
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Ensure that the curriculum is structured to enable students to be provided with regular opportunities to engage in differentiated learning experiences that reflect their point of learning needs.
<b>Goal 2</b>	To improve students' connectedness and engagement in their learning.
<b>Target 2.1</b>	Student survey results in the areas of student motivation, stimulating learning, learning confidence, teacher effectiveness and teacher empathy to be above the state mean.

<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	The employment of an Instructional Leader (higher duties) with time allocated for teachers leading initiatives to be able to complete this work effectively
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Involve students in setting their own goals based on self evaluation and data results and expectations for increased motivation and improvement
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Build teacher capacity to embed explicit high impact teaching strategies in STEM.
<b>Key Improvement Strategy 2.d</b> Empowering students and building school pride	Monitor and improve attendance levels for students
<b>Goal 3</b>	To build a safe, supportive and inclusive community.
<b>Target 3.1</b>	Student survey results in the areas of classroom behaviour, connectedness to peers, student safety, student distress and student morale to be at or above the state mean.  Parent survey results to be in the 75th percentile.
<b>Key Improvement Strategy 3.a</b> Building communities	Develop a whole school strategy for the teaching of social and emotional health that utilizes programs that will improve student wellbeing and safety.
<b>Key Improvement Strategy 3.b</b> Building communities	Develop a strategy that strengthens parent communication and their engagement in student learning.

**Key Improvement Strategy 3.c**  
Building communities

Embed the School Wide Positive Behaviour Strategy.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve and maximise individual student learning across the whole curriculum with a focus on literacy and numeracy.	Yes	<p>At least 75% of students achieving medium to high relative growth in the NAPLAN results.</p> <p>Victorian Curriculum Teacher Judgements highlight at least 75% of students achieving at or above the expected level in Reading, Writing and Number.</p> <p>Maintain the percentage of students in the top two NAPLAN bands identified at year 3.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase student numbers in the top two bands for literacy and numeracy. Establish and maintain high growth for students in the top two bands.</p>
To improve students' connectedness and engagement in their learning.	Yes	<p>Student survey results in the areas of student motivation, stimulating learning, learning confidence, teacher effectiveness and teacher empathy to be above the state mean.</p>	<p>Build teacher capacity to embed the teaching of STEM in classrooms</p>
To build a safe, supportive and inclusive community.	Yes	<p>Student survey results in the areas of classroom behaviour, connectedness to peers, student safety, student distress and student morale to be at or above the state mean.</p> <p>Parent survey results to be in the 75th percentile.</p>	<p>Increase student voice perception in having a say in their learning. Increase parent involvement in student learning. Implement Respectful Relationships across the school</p>

<b>Goal 1</b>	To improve and maximise individual student learning across the whole curriculum with a focus on literacy and numeracy.	
<b>12 Month Target 1.1</b>	Increase student numbers in the top two bands for literacy and numeracy. Establish and maintain high growth for students in the top two bands.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	PLC (Professional Learning Community) to be an ongoing process for identifying areas of need, improved teaching strategies and the individualised monitoring of student progress	Yes
<b>KIS 2</b> Building practice excellence	Development of an agreed instructional model, strategy of reflective practice and scope and sequence to ensure consistency in the teaching approaches in our school	No
<b>KIS 3</b> Building practice excellence	Continued focus on Challenging Learning focusing on utilising Learning Intentions for student clarity and effective feedback in all classes	No
<b>KIS 4</b> Building practice excellence	Ensure that the curriculum is structured to enable students to be provided with regular opportunities to engage in differentiated learning experiences that reflect their point of learning needs.	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 professional learning community has worked extremely well in conjunction with the Maths Specialist role. This is ongoing work to continue for 2020. Our current results have improved out of sight with the next focus needing to be around increasing the amount of students in the top two bands and improving their growth.	
<b>Goal 2</b>	To improve students' connectedness and engagement in their learning.	
<b>12 Month Target 2.1</b>	Build teacher capacity to embed the teaching of STEM in classrooms	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> Empowering students and building school pride	The employment of an Instructional Leader (higher duties) with time allocated for teachers leading initiatives to be able to complete this work effectively	No
<b>KIS 2</b> Empowering students and building school pride	Involve students in setting their own goals based on self evaluation and data results and expectations for increased motivation and improvement	Yes
<b>KIS 3</b> Empowering students and building school pride	Build teacher capacity to embed explicit high impact teaching strategies in STEM.	Yes
<b>KIS 4</b> Empowering students and building school pride	Monitor and improve attendance levels for students	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.	The work with the Maths Specialist and PLC will continue to strengthen the teachers abilities and knowledge to support their students in individualising programs, differentiating and developing student centred goals and interest based sessions. Further work in increasing teacher capacity around STEM and the school resources to be a focus in 2020/	
<b>Goal 3</b>	To build a safe, supportive and inclusive community.	
<b>12 Month Target 3.1</b>	Increase student voice perception in having a say in their learning. Increase parent involvement in student learning. Implement Respectful Relationships across the school	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b>	Develop a whole school strategy for the teaching of social and emotional health that utilizes programs that will improve student wellbeing and safety.	Yes

Building communities		
<b>KIS 2</b> Building communities	Develop a strategy that strengthens parent communication and their engagement in student learning.	Yes
<b>KIS 3</b> Building communities	Embed the School Wide Positive Behaviour Strategy.	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.	Building upon our current SWPBS work, the next step is the consistent implementation of Respectful Relationships across the school. Further work required with increasing student voice in having a say in their learning and involving parents in this work as well.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve and maximise individual student learning across the whole curriculum with a focus on literacy and numeracy.			
<b>12 Month Target 1.1</b>	Increase student numbers in the top two bands for literacy and numeracy. Establish and maintain high growth for students in the top two bands.			
<b>KIS 1</b> Building practice excellence	PLC (Professional Learning Community) to be an ongoing process for identifying areas of need, improved teaching strategies and the individualised monitoring of student progress			
<b>Actions</b>	Maths Specialist role (mentor, model, plan and implement) and a PLC focus on maths to upskill teachers and embed best practice. Literacy leader to mentor staff in embedding best practice around reading.			
<b>Outcomes</b>	Consistency with teacher practice. Improvement in teacher delivery. Improved student outcomes.			
<b>Success Indicators</b>	Consistency with teacher practice. Improvement in teacher delivery. Improved student outcomes.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Consistency with teacher practice. Improvement in teacher delivery. Improved student outcomes.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Ensure that the curriculum is structured to enable students to be provided with regular opportunities to engage in differentiated learning experiences that reflect their point of learning needs.			

<b>Actions</b>	Maths Specialist, PLC and Literacy Leader to support the work around utilising student data to embed best practice. Particularly in differentiating lessons to suit individual student needs..			
<b>Outcomes</b>	Consistency with teacher practice. Improvement in teacher delivery. Lessons differentiated to cater for individual needs. Improved engagement from students. Improved student outcomes.			
<b>Success Indicators</b>	Consistency with teacher practice. Improvement in teacher delivery. Improved student engagement. Improved student outcomes.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Consistent teacher planning Consistent teacher delivery Improved effectiveness of delivering effective student feedback. Improved student outcomes	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve students' connectedness and engagement in their learning.			
<b>12 Month Target 2.1</b>	Build teacher capacity to embed the teaching of STEM in classrooms			
<b>KIS 1</b> Empowering students and building school pride	Involve students in setting their own goals based on self evaluation and data results and expectations for increased motivation and improvement			
<b>Actions</b>	Include student in planning lessons / themes / units Give students more choice with their learning focusses Include more STEM for great cross curricula engagement Include students in individual goal setting Include students in monitoring and adjusting of goals			

<b>Outcomes</b>	Greater student involvement in their learning Greater student engagement in their learning Increased student achievement				
<b>Success Indicators</b>	Greater student involvement in their learning Greater student engagement in their learning Increased student achievement				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>	
Increased student engagement in student opinion surveys Improved student outcomes with their learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used	
<b>KIS 2</b> Empowering students and building school pride	Build teacher capacity to embed explicit high impact teaching strategies in STEM.				
<b>Actions</b>	Upskill teachers in the teaching of STEM. Ensure teachers utilise STEM resources more in their teaching. Include more STEM for great cross curricula engagement				
<b>Outcomes</b>	Improved teacher capacity. Improved use of resources. Improved student engagement. Improved student outcomes.				
<b>Success Indicators</b>	Improved teacher capacity. Improved use of resources. Improved student engagement. Improved student outcomes.				

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Improved teacher capacity. Improved use of resources. Improved student engagement. Improved student outcomes.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To build a safe, supportive and inclusive community.			
<b>12 Month Target 3.1</b>	Increase student voice perception in having a say in their learning. Increase parent involvement in student learning. Implement Respectful Relationships across the school			
<b>KIS 1</b> Building communities	Develop a whole school strategy for the teaching of social and emotional health that utilizes programs that will improve student wellbeing and safety.			
<b>Actions</b>	Upskill teachers in teaching Respectful Relationships. Ensure Respectful Relationships is being taught across all classes.			
<b>Outcomes</b>	Consistent approach of teaching Respectful Relationships across the school. Consistent language and social emotional approach. Improved student connection to the school.			
<b>Success Indicators</b>	Consistent approach of teaching Respectful Relationships across the school. Consistent language and social emotional approach. Improved student connection to the school.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Consistent approach of teaching Respectful Relationships across the school. Consistent language and social emotional approach. Improved student connection to the school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$500.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building communities	Develop a strategy that strengthens parent communication and their engagement in student learning.			
<b>Actions</b>	Continued use of Learning Intentions and Success Criteria. Improved involvement and engagement from students in developing their learning goals.			
<b>Outcomes</b>	Improved student connection to the school. Improved clarity in students being able to articulate their learning. Improved outcomes in student voice. Improved involvement from parents in their child's learning.			
<b>Success Indicators</b>	Improved student connection to the school. Improved clarity in students being able to articulate their learning. Improved outcomes in student voice. Improved involvement from parents in their child's learning.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Improved student connection to the school. Improved clarity in students being able to articulate their learning. Improved outcomes in student voice. Improved involvement from parents in their child's learning.	<input checked="" type="checkbox"/> All Staff	<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	\$17,500.00	\$17,500.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$17,500.00</b>	<b>\$17,500.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Consistency with teacher practice. Improvement in teacher delivery. Improved student outcomes.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$15,000.00	\$15,000.00
Increased student engagement in student opinion surveys Improved student outcomes with their learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Consistent approach of teaching Respectful Relationships across the school. Consistent language and social emotional approach. Improved student connection to the school.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$500.00	\$500.00
<b>Totals</b>			<b>\$17,500.00</b>	<b>\$17,500.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Consistency with teacher practice. Improvement in teacher delivery. Improved student outcomes.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <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"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site External PD - PMMS
Consistent teacher planning Consistent teacher delivery Improved effectiveness of delivering effective student feedback. Improved student outcomes	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Increased student engagement in student opinion surveys Improved student outcomes with their learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site