

2024 Annual Implementation Plan

for improving student outcomes

Eastbourne Primary School (5133)



Submitted for review by Jamie Mayhew-sharp (School Principal) on 19 December, 2023 at 11:02 AM
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 01 February, 2024 at 11:46 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

| | FISO 2.0 dimensions | Self-evaluation level |
|-----------------------|--|-----------------------|
| Leadership | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Evolving |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |
| Teaching and learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Evolving |
| | Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships | |

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| Assessment | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | Evolving |
| | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |
| Engagement | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school | Embedding |
| | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |
| Support and resources | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Excelling |
| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |
| Future planning | | |
| Documents that support this plan | Developing our 2024 AIP.pptx (3.22 MB) FISO 2.0 Continua of Practice self-evaluation - SIT.docx (0.12 MB) | |

Select annual goals and KIS

| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month target |
|--|---------------------------------------|---|--|
| <p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p> | Yes | Support for the priorities | <p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>LEARNINGBy end 2024 increase the average % of students achieving at or above expected in reading (teacher judgement)Year 1-2 from 63 % (2023)Year 3-6 from 54 % (2023)By end 2024 improve the positive endorsement in each cohort (4,5,6) on the AtoSS for the following factors:- stimulated learning from 74% (2023) to 80%- sense of confidence from 68% (2023) to 80%By end 2024 improve positive endorsement on the SSS for the following factors: - use high impact teaching strategies from 74% positive (2023) to 80%- professional learning through observation from 42% positive (2023) to 75%WELLBEING:By end 2024, reduce number of students to 30 (20%) in the 10-19.5 days absent range. By end 2024, improve the positive endorsement on the AtoSS for the following factors:- emotional awareness and regulation from 68%(2023) to 75%-increase high resilience from 8% (2023) to 20%</p> |
| Improve the learning outcomes for every student in literacy and numeracy. | No | By 2025, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN numeracy from 15 per cent (2021) to 30 per cent. | |

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| | | <p>By 2025, increase the percentage of Year 5 students in the top two bands of:</p> <ul style="list-style-type: none"> • reading from 23 per cent (2021) to 31 per cent • writing from 2 per cent (2021) to 12 per cent • numeracy from 13 per cent (2021) to 25 per cent | |
| | | <p>By 2025, increase the averaged percentage of Year 1 – 6 students achieving at or above expected growth according to teacher judgment:</p> <ul style="list-style-type: none"> • Reading and viewing from 55 per cent (2019/2021) to 70 per cent • Writing from 38.5 (2019/2021) per cent to 60 per cent • Number and algebra from 43 per cent (2019/2021) to 60 per cent. | |
| | | <p>By 2025, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 61 per cent (2021) to 70 per cent • Collective efficacy from 65 per cent (2021) to 75 per cent • Teacher collaboration from 78 per cent (2021) to 85 per cent • Use pedagogical model from 64 per cent (2021) to 70 per cent. | |
| Improve student voice and learner agency in all areas of the curriculum. | No | <p>By 2025, improve the positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 77 per cent to 85 per cent • Student voice and agency from 78 per cent to 86 per cent • Differentiated learning challenge 86 per cent to 90 per cent. | |
| | | <p>By 2025, improve the positive endorsement on the SSS for the following factors:</p> | |

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| | | <ul style="list-style-type: none"> • Use student feedback to improve practice from 83 per cent to 88 per cent • Understand formative assessment from 78 per cent to 86 per cent • Monitor effectiveness using data from 83 per cent to 87 per cent. | |
| Improve wellbeing outcomes for every student. | No | <p>Decrease the percentage of Foundation to Year 6 students who are absent for:</p> <ul style="list-style-type: none"> • 20 to 29.5 days from 10 per cent to 8 per cent • 30 plus days from 25 per cent to 21 per cent. | |
| | | <p>By 2025, improve the positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> • Effective classroom behaviour from 82 per cent to 85 per cent • Sense of confidence from 80 per cent to 85 per cent • Emotional awareness and regulation from 70 per cent to 80 per cent • Life satisfaction from 73 per cent to 81 per cent • Resilience from 82 per cent to 85 per cent. | |

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| Goal 1 | <p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p> |
| 12-month target 1.1-month target | <p>LEARNING By end 2024 increase the average % of students achieving at or above expected in reading (teacher judgement) Year 1-2 from 63 % (2023) Year 3-6 from 54 % (2023)</p> <p>By end 2024 improve the positive endorsement in each cohort (4,5,6) on the AtoSS for the following factors:</p> |

| | <p>- stimulated learning from 74% (2023) to 80%</p> <p>- sense of confidence from 68% (2023) to 80%</p> <p>By end 2024 improve positive endorsement on the SSS for the following factors:</p> <p>- use high impact teaching strategies from 74% positive (2023) to 80%</p> <p>- professional learning through observation from 42% positive (2023) to 75%</p> <p>WELLBEING:</p> <p>By end 2024, reduce number of students to 30 (20%) in the 10-19.5 days absent range.</p> <p>By end 2024, improve the positive endorsement on the AtoSS for the following factors:</p> <p>- emotional awareness and regulation from 68%(2023) to 75%</p> <p>-increase high resilience from 8% (2023) to 20%</p> |
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| Key Improvement Strategies | Is this KIS selected for focus this year? |
| KIS 1.a | <p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> <p>Yes</p> |
| KIS 1.b | <p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> <p>Yes</p> |
| <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> | |

Define actions, outcomes, success indicators and activities

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| Goal 1 | Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. |
| 12-month target 1.1 target | <p>LEARNING By end 2024 increase the average % of students achieving at or above expected in reading (teacher judgement) Year 1-2 from 63 % (2023) Year 3-6 from 54 % (2023)</p> <p>By end 2024 improve the positive endorsement in each cohort (4,5,6) on the AtoSS for the following factors: - stimulated learning from 74% (2023) to 80% - sense of confidence from 68% (2023) to 80%</p> <p>By end 2024 improve positive endorsement on the SSS for the following factors: - use high impact teaching strategies from 74% positive (2023) to 80% - professional learning through observation from 42% positive (2023) to 75%</p> <p>WELLBEING: By end 2024, reduce number of students to 30 (20%) in the 10-19.5 days absent range.</p> <p>By end 2024, improve the positive endorsement on the AtoSS for the following factors: - emotional awareness and regulation from 68%(2023) to 75% -increase high resilience from 8% (2023) to 20%</p> |
| KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| Actions | Further develop an evidence-based literacy approach. |

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| Outcomes | <p>Leaders will understand best evidence based practice in literacy instruction, specifically reading. Leaders will observe changes to teacher practice via learning walks (and SIT will summarise this feedback for whole staff) AP Learning Specialist will provide PL unpacking each element of the revised Instructional Model PLCs will engage in reflective practice, evaluate and plan curriculum, assessments, lessons for reading Teachers will plan and provide students with sequential learning programs (including daily review and reading pairs) aligned to the school's literacy Instructional Model. Students will expect routine lesson structure, reducing cognitive load.</p> | | | |
| Success Indicators | <p>Early: - teachers' planning documents will provide evidence of revised literacy Instructional Model -Teaching and Learning presentations will include evidence of building staff knowledge of the elements of Daily Review and Fluency Paired reading</p> <p>Late: -improved positive endorsement from the SSS data in the teaching and learning factors of: planning, implementation and practice improvement. -SIT minutes will reflect observations from learning walks focussing on modified Instructional Model - individual staff feedback from SOE/PDP process focussing transition to whole school literacy Instructional Model - improved Dibels data (ORF) for reading Gr1-6</p> | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |

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| <p>- Modify EPS literacy instructional model to ensure alignment of practice across the school in reading</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$32,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| <p>-Modify EPS Literacy planning template to align with Instructional Model</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$62,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| <p>- PLC inquiries will focus on improving student outcomes in reading fluency and consistent teacher practice with Daily Reviews.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$178,274.35 <input checked="" type="checkbox"/> Equity funding will be used |
| <p>Professional learning during Teaching and Learning meetings on Daily Review and Fluency Paired reading (incorporating HITS - structuring lessons and multiple exposures)</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$0.00 |
| <p>Observe staff practice and collect data on student engagement during Daily Reviews (to be summarised at SIT)</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$0.00 |
| <p>KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p> | <p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> | | | |

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| Actions | Strengthen identification of anxiety in students across the school, and embed staff capability to provide support. | | | |
| Outcomes | <p>Wellbeing team will develop a screening tool to identify anxiety in students.</p> <p>Leaders will support the development and implementation of the tool.</p> <p>Teachers will plan for and implement social and emotional learning specific to anxiety.</p> <p>Teachers will be able to recognise and respond to students' anxiety.</p> <p>Identified students will be able to explain what strategies they can use when feeling anxious.</p> <p>Students will report improved emotional awareness and resilience specific to anxiety</p> <p>Students' attendance data will improve (specific to equity funded, unexplained absences)</p> | | | |
| Success Indicators | <p>Early:</p> <ul style="list-style-type: none"> - Centrally stored data identifying affected students - Teacher planning documents will include teaching strategies for dealing with anxiety (first hand) and strategies for peer coaching. <p>Late:</p> <ul style="list-style-type: none"> - improved positive response to AtoSS factors: emotional awareness and regulation, resilience -evidence collected on learning walks (resources displayed, supportive staff interactions, observations of lessons around managing anxiety) -improved attendance data (specific to equity funded, unexplained absences) -improved screener data | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Develop and implement a screening tool for anxiety. | <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Wellbeing team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$29,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Review current practices to build staff and community understandings of student mental health (specifically anxiety). | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | from: Term 1 | \$55,000.00 |

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| | | | to: Term 2 | <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide professional learning to increase staff capacity in explicitly teaching social emotional strategies for anxiety. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Wellbeing team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$182,425.42 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Schedule regular learning walks and peer observations that focus on the teaching of strategies for anxiety. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Teachers will provide visual tools outlining strategies for dealing with anxiety for students. | <input checked="" type="checkbox"/> All staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$27,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Wellbeing team will provide regular communication for families about strategies for managing anxiety in their children. | <input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$35,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Select identified students with anxiety to participate in programs eg Racing Hearts equine therapy, Pillars, mentoring, story dogs, | <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | from: Term 1 | \$103,000.00 |

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| therapy dog etc | | | to: Term 4 | <input checked="" type="checkbox"/> Equity funding will be used |
| Identify and develop an individual attendance plan for 10 focus students per term from the 10-19.5 days absence data who are equity funded and have unexplained absences. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input checked="" type="checkbox"/> Other funding will be used |

Funding planner

Summary of budget and allocated funding

| Summary of budget | School's total funding (\$) | Funding allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$500,990.65 | \$500,990.65 | \$0.00 |
| Disability Inclusion Tier 2 Funding | \$182,425.42 | \$182,425.42 | \$0.00 |
| Schools Mental Health Fund and Menu | \$33,815.16 | \$33,815.16 | \$0.00 |
| Total | \$717,231.23 | \$717,231.23 | \$0.00 |

Activities and milestones – Total Budget

| Activities and milestones | Budget |
|---|--------------|
| - Modify EPS literacy instructional model to ensure alignment of practice across the school in reading | \$32,000.00 |
| -Modify EPS Literacy planning template to align with Instructional Model | \$62,000.00 |
| - PLC inquiries will focus on improving student outcomes in reading fluency and consistent teacher practice with Daily Reviews. | \$178,274.35 |
| Develop and implement a screening tool for anxiety. | \$29,000.00 |
| Review current practices to build staff and community understandings of student mental health (specifically anxiety). | \$55,000.00 |

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| Provide professional learning to increase staff capacity in explicitly teaching social emotional strategies for anxiety. | \$182,425.42 |
| Schedule regular learning walks and peer observations that focus on the teaching of strategies for anxiety. | \$10,000.00 |
| Teachers will provide visual tools outlining strategies for dealing with anxiety for students. | \$27,000.00 |
| Wellbeing team will provide regular communication for families about strategies for managing anxiety in their children. | \$35,000.00 |
| Select identified students with anxiety to participate in programs eg Racing Hearts equine therapy, Pillars, mentoring, story dogs, therapy dog etc | \$103,000.00 |
| Totals | \$713,699.77 |

Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|---|
| - Modify EPS literacy instructional model to ensure alignment of practice across the school in reading | from: Term 1 to: Term 2 | \$32,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT |
| -Modify EPS Literacy planning template to align with Instructional Model | from: Term 1 to: Term 2 | \$62,000.00 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |

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| - PLC inquiries will focus on improving student outcomes in reading fluency and consistent teacher practice with Daily Reviews. | from: Term 1 to: Term 2 | \$178,274.35 | <input checked="" type="checkbox"/> School-based staffing |
| Develop and implement a screening tool for anxiety. | from: Term 1 to: Term 1 | \$29,000.00 | <input checked="" type="checkbox"/> Support services |
| Review current practices to build staff and community understandings of student mental health (specifically anxiety). | from: Term 1 to: Term 2 | \$24,716.30 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT |
| Schedule regular learning walks and peer observations that focus on the teaching of strategies for anxiety. | from: Term 1 to: Term 4 | \$10,000.00 | <input checked="" type="checkbox"/> CRT |
| Teachers will provide visual tools outlining strategies for dealing with anxiety for students. | from: Term 1 to: Term 4 | \$27,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Wellbeing team will provide regular communication for families about strategies for managing anxiety in their children. | from: Term 1 to: Term 4 | \$35,000.00 | <input checked="" type="checkbox"/> School-based staffing |
| Select identified students with anxiety to participate in programs eg Racing Hearts equine therapy, Pillars, mentoring, story dogs, | from: Term 1 to: Term 4 | \$103,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets |

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| therapy dog etc | | | |
| Totals | | \$500,990.65 | |

Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|--|
| Provide professional learning to increase staff capacity in explicitly teaching social emotional strategies for anxiety. | from: Term 1 to: Term 4 | \$182,425.42 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT • |
| Totals | | \$182,425.42 | |

Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|---|
| Review current practices to build staff and community understandings of student mental health (specifically anxiety). | from: Term 1 to: Term 2 | \$33,815.16 | <input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students |
| Totals | | \$33,815.16 | |

Additional funding planner – Total Budget

| Activities and milestones | Budget |
|---------------------------|--------|
| Totals | \$0.00 |

Additional funding planner – Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Additional funding planner – Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Additional funding planner – Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|---|---|----------------------------------|--|---|--|---|
| - Modify EPS literacy instructional model to ensure alignment of practice across the school in reading | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Planning <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"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist | <input checked="" type="checkbox"/> On-site |
| -Modify EPS Literacy planning template to align with Instructional Model | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants Julie Scali - literacy consultant | <input checked="" type="checkbox"/> On-site |
| - PLC inquiries will focus on improving student outcomes in reading fluency and consistent teacher practice with Daily Reviews. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Planning <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"/> PLC/PLT meeting | <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants Julie Scali - literacy consultant <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |

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| Professional learning during Teaching and Learning meetings on Daily Review and Fluency Paired reading (incorporating HITS - structuring lessons and multiple exposures) | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Planning <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"/> Literacy expertise <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants Julie Scali - literacy consultant <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Develop and implement a screening tool for anxiety. | <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Wellbeing team | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Design of formative assessments | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants paed, psych | <input checked="" type="checkbox"/> On-site |
| Provide professional learning to increase staff capacity in explicitly teaching social emotional strategies for anxiety. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Wellbeing team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants paed, psych | <input checked="" type="checkbox"/> On-site |
| Schedule regular learning walks and peer observations that focus on the teaching of strategies for anxiety. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team | from: Term 1 to: Term 4 | <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"/> Internal staff <input checked="" type="checkbox"/> External consultants paed, psych | <input checked="" type="checkbox"/> On-site |