

2019 Annual Implementation Plan

for improving student outcomes

Goornong Primary School (1598)



Submitted for review by Jason Cox (School Principal) on :
Endorsed by Damien Jenkyn (Senior Education Improven
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	See attached '2018 AIP Monitoring & Self-Assessment'.
Considerations for 2019	See attached '2018 AIP Monitoring & Self-Assessment'.
Documents that support this plan	AIP_2018_Monitoring_Self_Assess_Sem2.pdf (0.28 MB)

SSP Goals Targets and KIS

Goal 1	Student Achievement Goal - To maximise the achievement of high quality learning outcomes in English and Mathematics for all students.																								
Target 1.1	<p>NAPLAN</p> <ul style="list-style-type: none"> To achieve the following percentage increases of students achieving in the top two bands on NAPLAN Literacy. <table border="1" data-bbox="669 518 1648 686"> <thead> <tr> <th rowspan="2">NAPLAN</th> <th colspan="2">Year Three</th> <th colspan="2">Year Five</th> </tr> <tr> <th>2016</th> <th>2020</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>32%</td> <td>20%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>55%</td> <td>65%</td> <td>0%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>43%</td> <td>0%</td> <td>20%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> To have 0% of students achieving low growth and at least 40% of students achieving high growth from Year Three – Year Five in all learning areas. 	NAPLAN	Year Three		Year Five		2016	2020	2016	2020	Reading	22%	32%	20%	30%	Writing	55%	65%	0%	20%	Spelling	33%	43%	0%	20%
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Reading	22%	32%	20%	30%																					
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Key Improvement Strategy 1.a Curriculum planning and assessment	Embed a whole-school approach to the use of data and evidence, to track the progress of every student and inform action.																								
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Build the effectiveness and efficacy of each teacher by implementing an agreed research-based instructional model and instructional practices across the school.																								
Goal 2	Student Engagement Goal - To enhance the learning growth, engagement and achievement of every student.																								
Target 2.1	<p>Student Attitudes to School Survey</p> <ul style="list-style-type: none"> To increase the student motivation factor from 4.54 in 2016 to be at or above the state mean in 2020. 																								

- To make the following increases for boys from 2016 – 2020.

Student Attitudes Survey	Boys' Mean	
	2016	2020
Stimulating learning	3.75	To be at or above the state mean.
School Connectedness	3.96	
Teacher effectiveness	4.20	
Student Motivation	3.58	

Key Improvement Strategy 2.a
Building practice excellence

Provide a differentiated learning program that engages and motivates students.

Key Improvement Strategy 2.b
Empowering students and building school pride

Build opportunities for increased student voice and ownership of their learning.

Goal 3

Student Wellbeing Goal -
To enhance strong and positive relationships between everyone in the school community.

Target 3.1

Student Attitudes to School Survey

- To make the following increases from 2016 – 2020.

Student Attitude Survey	School Mean	
	2016	2020
Student Distress	6.50	To be at or above the state mean.
Student Morale	5.64	

Parent Opinion Survey

- For the transitions factor to increase from 6.12 in 2016 to be at or above the state mean in 2020.

Key Improvement Strategy 3.a Building communities	Build strategies to enhance both home and school partnerships and those with the wider community.										
Goal 4	The following goal was also recommended by the Review Panel - To build an informed community where students, parents and carers are engaged in the learning process.										
Target 4.1	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> To make the following increases from 2016 – 2020. <table border="1"> <thead> <tr> <th rowspan="2">Parent Opinion Survey</th> <th colspan="2">School Mean</th> </tr> <tr> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Parent Input</td> <td>5.49</td> <td rowspan="2">To be at or above the state mean.</td> </tr> <tr> <td>Learning Focus</td> <td>5.68</td> </tr> </tbody> </table>	Parent Opinion Survey	School Mean		2016	2020	Parent Input	5.49	To be at or above the state mean.	Learning Focus	5.68
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Key Improvement Strategy 4.a Networks with schools, services and agencies	Develop and implement strategies to improve understanding of the FISO Continuum of Practice, particularly State-wide priority (4.14) – Networks with Schools, Services and Agencies.										

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																								
<p>Student Achievement Goal - To maximise the achievement of high quality learning outcomes in English and Mathematics for all students.</p>	<p>Yes</p>	<p>NAPLAN</p> <ul style="list-style-type: none"> To achieve the following percentage increases of students achieving in the top two bands on NAPLAN Literacy. <table border="1" data-bbox="788 687 1583 855"> <thead> <tr> <th rowspan="2">NAPLAN</th> <th colspan="2">Year Three</th> <th colspan="2">Year Five</th> </tr> <tr> <th>2016</th> <th>2020</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>32%</td> <td>20%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>55%</td> <td>65%</td> <td>0%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>43%</td> <td>0%</td> <td>20%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> To have 0% of students achieving low growth and at least 40% of students achieving high growth from Year Three – Year Five in all learning areas. 	NAPLAN	Year Three		Year Five		2016	2020	2016	2020	Reading	22%	32%	20%	30%	Writing	55%	65%	0%	20%	Spelling	33%	43%	0%	20%	<p>*To achieve the following percentages of students achieving in the top two bands on NAPLAN Reading - Year Three (33%); Year Five (25%). *Consider a Fountas & Pinnell Reading Assessment Target???</p>
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<p>Student Engagement Goal - To enhance the learning growth, engagement and achievement of every student.</p>	<p>Yes</p>	<p>Student Attitudes to School Survey</p> <ul style="list-style-type: none"> To increase the student motivation factor from 4.54 in 2016 to be at or above the state mean in 2020. To make the following increases for boys from 2016 – 2020. <table border="1" data-bbox="788 1334 1583 1390"> <thead> <tr> <th>Student Attitudes Survey</th> <th>Boys' Mean</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Student Attitudes Survey	Boys' Mean			<p>*To increase the 'student motivation & interest' variable to 95% positive in 2019. *To increase the 'stimulating learning' variable to 95% positive in 2019. *To achieve 95% positive for the 'student voice & agency' variable in 2019. *To achieve 95% positive for the 'effective teaching time' variable in 2019. *Targets for boys are not possible as</p>																				
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Goal 1	Student Achievement Goal - To maximise the achievement of high quality learning outcomes in English and Mathematics for all students.	
12 Month Target 1.1	*To achieve the following percentages of students achieving in the top two bands on NAPLAN Reading - Year Three (33%); Year Five (25%). *Consider a Fountas & Pinnell Reading Assessment Target???	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Embed a whole-school approach to the use of data and evidence, to track the progress of every student and inform action.	Yes
KIS 2 Evidence-based high-impact teaching strategies	Build the effectiveness and efficacy of each teacher by implementing an agreed research-based instructional model and instructional practices across the school.	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.	At present our school uses PM Benchmark assessments in reading up to level 30 and On-Demand for students beyond level 30. This means assessment reading is not consistent across the school and the On-Demand assessment does not provide the same level of analysis of a student's reading that we require to direct teaching and learning. In the FISO self-evaluation our school is currently Evolving moving towards Embedding for Curriculum Planning & Assessment.	

Goal 2	Student Engagement Goal - To enhance the learning growth, engagement and achievement of every student.	
12 Month Target 2.1	*To increase the 'student motivation & interest' variable to 95% positive in 2019. *To increase the 'stimulating learning' variable to 95% positive in 2019. *To achieve 95% positive for the 'student voice & agency' variable in 2019. *To achieve 95% positive for the 'effective teaching time' variable in 2019. *Targets for boys are not possible as these are not displayed in SASS Reports due to low numbers.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Provide a differentiated learning program that engages and motivates students.	No
KIS 2 Empowering students and building school pride	Build opportunities for increased student voice and ownership of their learning.	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.	Over the past two years our school has implemented an agreed research-based instructional model. Within this model, an area for further development is the High Impact Teaching Strategy of feedback. Effective feedback from the teacher to the student will enable students to understand what they need to do to improve and to use feedback to monitor and self-regulate their learning. In the FISO self-evaluation our school is currently Embedding for Empowering Students & Building School Pride.	

Define Actions, Outcomes and Activities

Goal 1	Student Achievement Goal - To maximise the achievement of high quality learning outcomes in English and Mathematics for all students.
12 Month Target 1.1	*To achieve the following percentages of students achieving in the top two bands on NAPLAN Reading - Year Three (33%); Year Five (25%). *Consider a Fountas & Pinnell Reading Assessment Target???
KIS 1 Curriculum planning and assessment	Embed a whole-school approach to the use of data and evidence, to track the progress of every student and inform action.
Actions	*Implement the Fountas & Pinnell Reading Assessment Continuum, beginning with each teacher assessing a target group of five students. *Establish processes to track the progress of students in reading based on the Fountas & Pinnell Assessment Continuum. *Use assessment results from the Fountas & Pinnell Assessment Continuum to direct teaching and learning.
Outcomes	a) Teachers will develop the skills to accurately complete the Fountas & Pinnell Reading Assessment. b) The Fountas & Pinnell Reading Assessment Continuum will be administered consistently across the school. c) Teachers will have the capacity to effectively use the results from the Fountas & Pinnell Reading Assessment Continuum to direct teaching and learning. d) Teachers will continue to build their capacity to teach reading, linking the work from the Fountas & Pinnell PD with our work from the Leading Literacy PD in 2018.
Success Indicators	a) Fountas & Pinnell Reading Assessment Continuum records are recorded based on training from the CoP PD Workshop. b) The Fountas & Pinnell Reading Assessment Continuum is included on the school's Assessment Schedule and protocols for administering the assessment have been created. c) There is alignment between the success criteria in reading lessons and the results from the Fountas & Pinnell Reading Assessment Continuum and this is evident in lesson plans. d) Peer observations show that teachers are building their capacity to teach reading.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Purchase the P-2 and 3-8 Fountas & Pinnell Benchmark Assessment System kits.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff to complete the Fountas & Pinnell Reading Continuum PD with the Community of Practice schools at the beginning of the year.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Add Fountas & Pinnell Benchmark Assessment System to the school's Assessment Schedule and develop protocols for the effective administration of the assessment.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Support staff to ensure consistency of administration of the assessment - teachers will choose a target group of five students to complete the Fountas & Pinnell Benchmark Assessment System.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Support staff through our PLTs to use the F&P Continuum to plan teaching and learning based on students' Benchmark Assessment.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop class profiles that plot all students on the Fountas & Pinnell Reading Continuum.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Work in our CoP to strengthen teacher to administer the Fountas & Pinnell Benchmark Assessment through moderation with teachers from other schools.	<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

Goal 2	Student Engagement Goal - To enhance the learning growth, engagement and achievement of every student.			
12 Month Target 2.1	*To increase the 'student motivation & interest' variable to 95% positive in 2019. *To increase the 'stimulating learning' variable to 95% positive in 2019. *To achieve 95% positive for the 'student voice & agency' variable in 2019. *To achieve 95% positive for the 'effective teaching time' variable in 2019. *Targets for boys are not possible as these are not displayed in SASS Reports due to low numbers.			
KIS 1 Empowering students and building school pride	Build opportunities for increased student voice and ownership of their learning.			
Actions	*Continue to support teachers to use assessment data to direct teaching and develop success criteria that challenges all students. *Strengthen teacher knowledge of, and capacity to, provide effective feedback to students during the lesson (based on the success criteria and next steps for the student). *Establish junior and senior Student Voice Teams to identify issues and investigate solutions to support school improvement.			
Outcomes	a) Teachers will be able to give feedback to students that is specific (related to success criteria), timely (during work time) and actionable (identifies next steps). b) Students will have a greater understanding of what they need to do to improve. c) Students will feel more comfortable and supported to achieve their learning goals. d) Students will begin to use feedback from the teacher to monitor and self-regulate their learning. e) Students will have a greater sense of input and involvement into school decision-making.			
Success Indicators	a) Peer observation records on the feedback element of our instructional model. b,c,d,e) Student Attitudes to School Survey data. b,c,d,e) School-based student feedback surveys. e) Feedback from students via school-based surveys shows an increase in their perception of a greater sense of Student Voice.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All teachers will participate in professional development to further enhance their knowledge of the research and evidence around feedback. Use the AITSL PD series on feedback to support this.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Work in our PLT to strengthen teacher capacity to provide feedback to students that is specific (related to success criteria), timely (during work time) and actionable (identifies next steps).	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct Peer Observations on the feedback element of our instructional model and work in our PLT to review progress and determine next steps. (2xCRT days per Term)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$2,800.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Conduct student surveys and student forums at least once per term to gain feedback from the students based on the feedback element of our instructional model.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish Student Voice Teams and conduct forums to unpack results of survey and empower students to identify actions.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish a check-in process for monitoring progress (eg: classroom traffic light system or similar) as a follow-up to keep students involved and empowered. Monitor evidence of impact through SVT forums and post student surveys.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,300.00	\$5,300.00
Additional Equity funding	\$11,300.00	\$11,300.00
Grand Total	\$16,600.00	\$16,600.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Purchase the P-2 and 3-8 Fountas & Pinnell Benchmark Assessment System kits.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Staff to complete the Fountas & Pinnell Reading Continuum PD with the Community of Practice schools at the beginning of the year.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,500.00	\$1,500.00
Conduct Peer Observations on the feedback element of our instructional model and work in our PLT to review progress and determine next steps. (2xCRT days per Term)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> CRT	\$2,800.00	\$2,800.00
Totals			\$5,300.00	\$5,300.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Additional hours of ES Staff in Grade Prep-Two and Grade Three-Six classrooms to support with Speech Program (one hour per day).	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$6,000.00	\$6,000.00
Purchase of Essential Assessments Numeracy Program to support teaching and learning of Mathematics.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$500.00	\$500.00
Employment of part-time Graduate Teacher to support implementation of Essential Assessment and Numeracy Program in Grade Three-Six area.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$4,800.00	\$4,800.00
Totals			\$11,300.00	\$11,300.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Staff to complete the Fountas & Pinnell Reading Continuum PD with the Community of Practice schools at the beginning of the year.	☑ All Staff	from: Term 1 to: Term 1	<ul style="list-style-type: none"> ☑ Design of formative assessments ☑ Moderated assessment of student learning 	☑ Whole School Pupil Free Day	☑ Literacy expertise	☑ Off-site Fountas & Pinnell PD at Lockwood Sth PS in CoP.
Add Fountas & Pinnell Benchmark Assessment System to the school's Assessment Schedule and develop protocols for the effective administration of the assessment.	☑ All Staff	from: Term 3 to: Term 4	<ul style="list-style-type: none"> ☑ Design of formative assessments ☑ Moderated assessment of student learning 	☑ PLT/PLT Meeting	☑ Internal staff	☑ On-site
Develop class profiles that plot all students on the Fountas & Pinnell Reading Continuum.	☑ Teacher(s)	from: Term 3 to: Term 4	<ul style="list-style-type: none"> ☑ Planning ☑ Curriculum development ☑ Formalised PLT/PLTs 	<ul style="list-style-type: none"> ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLT/PLT Meeting 	☑ Internal staff	☑ On-site
All teachers will participate in professional development to further enhance their knowledge of the research and evidence around feedback. Use the AITSL PD series on feedback to support this.	☑ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ☑ Formalised PLT/PLTs ☑ Individualised Reflection 	<ul style="list-style-type: none"> ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLT/PLT Meeting 	☑ Subject association	☑ On-site

Work in our PLT to strengthen teacher capacity to provide feedback to students that is specific (related to success criteria), timely (during work time) and actionable (identifies next steps).	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLT/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLT/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Conduct Peer Observations on the feedback element of our instructional model and work in our PLT to review progress and determine next steps. (2xCRT days per Term)	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Conduct student surveys and student forums at least once per term to gain feedback from the students based on the feedback element of our instructional model.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish Student Voice Teams and conduct forums to unpack results of survey and empower students to identify actions.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish a check-in process for monitoring progress (eg: classroom traffic light system or similar) as a follow-up to keep students involved and empowered.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<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

Monitor evidence of impact through SVT forums and post student surveys.						
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