

2019 Annual Implementation Plan

for improving student outcomes

Hamilton (Gray Street) Primary School (0295)



Submitted for review by Allison Lithgow (School Principal) on 10 February, 2019 at 07:51 PM
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 12 February, 2019 at 06:29 PM
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	Emerging moving towards Evolving
		Curriculum planning and assessment	Emerging moving towards Evolving
		Evidence-based high-impact teaching strategies	
		Evaluating impact on learning	
Professional leadership		Building leadership teams	Evolving
		Instructional and shared leadership	
		Strategic resource management	
		Vision, values and culture	

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

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

Enter your reflective comments	Development of a safe secure environment is progressing throughout the school and the yard. Tighter expectations around whole school pride will direct clear classroom expectations through behaviour, positive learning attitude and respect for self, others and property. Higher expectations of work standards and quality of work will develop through moderation and peer observation. Planning and meeting deadlines will be the responsibility of the Area Team Leaders who will further develop a culture among staff of positivity and high expectations of student outcomes. Progressing the mantra of 'Our Educational Family', with the development of three core values that are explicitly mentioned continually through communications, assemblies and core elements of the teaching and learning code of Hamilton Gray Street Primary.
Considerations for 2019	<ul style="list-style-type: none"> *Consolidation of Reading Instructional Model P-2 and Professional Learning *Consolidation and further development of Guided and Reciprocal Reading with G3-6 staff *Literacy Specialist guides us in Professional Learning and the collaborative development of an agreed Writing Instructional Model for HGSPS *Develop middle tier leadership with the PLC directing problems of practice through the inquiry cycle at Junior and Senior Area Teams especially in the 'Literacy' area.

	<p>*Consistent practices used in the Literacy block from P-6- and regular peer observations to provide feedback on best practice</p> <p>*Commitment to start on the 'redesigning of our numeracy block , again with consistent practice and differentiated groups that are regularly monitored.</p> <p>*Refinement of Data Walls, and the understanding of the achievement standards across F-8 , through, literacy and then numeracy</p> <p>Network Initiative with Transition between Baimbridge College and HGSPS in the form of (split ledger) employment of a secondary teacher working one day per week in the Grade 6 class, gaining a thorough understanding of the teaching and learning that occurs, rather than simply transferring the data sets and student profiles across from primary and secondary. It could be hoped that there may be provision for 1/2 day curriculum foci between the primary and secondary educational facilities in a bid to develop a more accurate curriculum and delivery at Years 7& 8.</p> <p>Continuing the change of school culture and positive school pride through the collaborative agreement of three school values which identify our school as unique. The motto 'Educational Family' has been embraced by our school community and the values of 'respect, belonging and gratitude', as direct reflections of our GAP (Gratitude, Appreciation, and Positivity) Positive Education Program.</p> <p>Further development of our Student Voice through active agency work should be considered as part of our work for 2019 with a designated teacher.</p>
Documents that support this plan	<p>behavioursupportplan.pdf (0.09 MB)</p> <p>Camp Code of Conduct.doc (0.21 MB)</p> <p>CAMP SUPPORT PLAN Chase Tossetti.docx (0.02 MB)</p> <p>Liam Harman BMP.doc (0.2 MB)</p> <p>Stud Voice Grat Award.docx (0.01 MB)</p>

SSP Goals Targets and KIS

Goal 1	By the end of this plan we will ensure the personalised learning needs of all students are met so that there will be evidence of all students achieving expected or greater than expected learning growth, with a focus on literacy and numeracy.																																
Target 1.1	<p>Learning Growth</p> <p>AUSTRALIAN CURRICULUM</p> <p>All students without assessed learning difficulties will achieve a minimum of the expected Victorian Curriculum learning growth (one level) annually across all domains and capabilities based on 2014 data used for the self-evaluation.</p> <table><tr><td>2014 @ or above C+</td><td>Reading</td><td>Writing</td><td>Number</td></tr><tr><td>Foundation</td><td>85%</td><td>85%</td><td>92%</td></tr><tr><td>Year 1</td><td>83%</td><td>80%</td><td>87%</td></tr><tr><td>Year 2</td><td>88%</td><td>82%</td><td>79%</td></tr><tr><td>Year 3</td><td>64%</td><td>54%</td><td>58%</td></tr><tr><td>Year 4</td><td>74%</td><td>65%</td><td>74%</td></tr><tr><td>Year 5</td><td>78%</td><td>60%</td><td>50%</td></tr><tr><td>Year 6</td><td>73%</td><td>52%</td><td>52%</td></tr></table> <p>Judgement for the Australian Curriculum will be informed by:</p> <ul style="list-style-type: none">• PAT R, PAT V and PAT N• Moderation on writing using NAPLAN guides and Rubrics• English Online and Observation Survey• On Demand• Fountas and Pinnell Reading Levels analysis• SA Spelling• Teacher moderation, pre and post tests for units	2014 @ or above C+	Reading	Writing	Number	Foundation	85%	85%	92%	Year 1	83%	80%	87%	Year 2	88%	82%	79%	Year 3	64%	54%	58%	Year 4	74%	65%	74%	Year 5	78%	60%	50%	Year 6	73%	52%	52%
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NAPLAN

Improve **NAPLAN** learning growth in the following areas:

	Reading			Numeracy			Writing			Spelling			G&P		
Growth	Low	Med.	High	Low	Med.	High	Low	Med.	High	Low	Med.	High	Low	Med.	High
2014	27%	45%	27%	25%	53%	22%	27%	53%	20%	20%	33%	47%	20%	47%	33%
Target	20%	45%	35%	20%	50%	30%	20%	50%	30%	15%	30%	55%	15%	45%	40%

Staff opinion percentage endorsement to show improvement in the following elements:

School Climate – Collective efficacy from 66% to 85%

School Climate – Collective responsibility from 79% to 90%

School Climate – Teacher collaboration from 68% to 85%

Student attitudes to school to show improvement in the following elements:

Teaching & learning – Stimulating learning from 3.99 to 4.2

Teaching & learning – Student motivation from 4.43 to 4.6

Teaching & learning – School connectedness from 4.2 to 4.4

Key Improvement Strategy 1.a Building practice excellence

Professional learning is evidence-based and modelled on recognised best practice
Teachers use student achievement data to identify their professional learning needs aligned with FISO priorities.
Periodic review of the effectiveness of T & L programs informs professional learning planning

Key Improvement Strategy 1.b Building practice excellence

Professional learning is collaborative, involving reflection & feedback
Formalised PLTs where trs work together to review or develop their practice. Teams monitor impact of t strategies used & adapt teaching when necessary. Trs provide, seek & receive feedback from peers & leaders to imp. practice

Key Improvement Strategy 1.c Empowering students and building school pride	The school community will engage in a robust inclusive School Review process and Strategic Plan development.
Key Improvement Strategy 1.d Building practice excellence	Through the PLC process build teacher capacity to use student assessment data to develop and implement differentiated teaching and learning in reading and writing.
Key Improvement Strategy 1.e Setting expectations and promoting inclusion	Develop and implement the Gray Street PS mission statement to include values, explicit expectations and conduct for all - students, staff, community.
Key Improvement Strategy 1.f Building practice excellence	Through the PLC process build teacher capacity to use student assessment data to develop and implement differentiated teaching and learning in reading
Goal 2	By the end of this plan we will enhance students' engagement with their learning so that all students are engaged, stimulated, and active participants in their personal learning
Target 2.1	<p>Staff opinion percentage endorsement to show improvement in the following elements:</p> <p>School Climate – Academic emphasis from 57% to 80%</p> <p>Parent Opinion to show improvement in the following elements:</p> <p>Student engagement - Student motivation from 5.69 to 6.0</p> <p>School climate - Stimulating learning from 6.24 to 6.3</p> <p>School climate – Transitions from 6.14 to 6.3</p> <p>Student attitudes to school to show improvement in the following elements:</p> <p>Teaching & learning - Learning confidence from 3.97 to 4.2</p>

Key Improvement Strategy 2.a Building practice excellence	Building the capacity of teachers to deliver purposeful teaching within a school culture where high expectations are set for student learning and teacher practice.
Goal 3	By the end of this plan we will strengthen students' relationships with each other and their teachers so that an inclusive, safe, orderly and stimulating learning environment is created in every classroom
Target 3.1	<p>Student attitudes to school to show improvement in the following elements:</p> <p>Teaching & learning - Teacher effectiveness from 4.48 to 4.5</p> <p>Student relationships - Student safety from 4.24 to 4.4</p> <p>Student relationships - Classroom behaviour from 3.24to 3.5</p>
Key Improvement Strategy 3.a Empowering students and building school pride	<p>The school activates student voice, leadership & agency</p> <p>The school has processes to recognise & respond to student voice</p> <p>Student leaders exert influence in relation to rules, policies & facilities through formal feedback processes & decision-making forums</p>
Key Improvement Strategy 3.b Empowering students and building school pride	<p>The school fosters student motivation & confidence for learning</p> <p>Trs encourage students to set high expectations for their learning; regularly discussing progress, concerns & achievements; offer feedback that is targeted to learning progress; & assist them to be self-directed & to reach their goals</p>
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Through a Positive Education lens, develop a positive school culture and climate
Goal 4	By the end of this plan we will develop and implement a resourcing strategy that supports the physical, human and social resourcing requirements associated with this Strategic Plan so that all targets associated with the plan are achieved
Target 4.1	Staff opinion percentage endorsement to show improvement in the following elements:

	Professional Learning – Feedback from 66% to 85%
Key Improvement Strategy 4.a Instructional and shared leadership	Build the capacity of school leaders to develop and implement strategies for transformation
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Engage the school community in a comprehensive and robust school review process.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																
By the end of this plan we will ensure the personalised learning needs of all students are met so that there will be evidence of all students achieving expected or greater than expected learning growth, with a focus on literacy and numeracy.	Yes	<p>Learning Growth</p> <p>AUSTRALIAN CURRICULUM</p> <p>All students without assessed learning difficulties will achieve a minimum of the expected Victorian Curriculum learning growth (one level) annually across all domains and capabilities based on 2014 data used for the self-evaluation.</p> <table border="1"> <thead> <tr> <th>2014 @ or above C+</th><th>Reading</th><th>Writing</th><th>Number</th></tr> </thead> <tbody> <tr> <td>Foundation</td><td>85%</td><td>85%</td><td>92%</td></tr> <tr> <td>Year 1</td><td>83%</td><td>80%</td><td>87%</td></tr> <tr> <td>Year 2</td><td>88%</td><td>82%</td><td>79%</td></tr> <tr> <td>Year 3</td><td>64%</td><td>54%</td><td>58%</td></tr> <tr> <td>Year 4</td><td>74%</td><td>65%</td><td>74%</td></tr> <tr> <td>Year 5</td><td>78%</td><td>60%</td><td>50%</td></tr> <tr> <td>Year 6</td><td>73%</td><td>52%</td><td>52%</td></tr> </tbody> </table> <p>Judgement for the Australian Curriculum will be informed by:</p> <ul style="list-style-type: none"> • PAT R, PAT V and PAT N • Moderation on writing using NAPLAN guides and Rubrics • English Online and Observation Survey • On Demand • Fountas and Pinnell Reading Levels analysis 	2014 @ or above C+	Reading	Writing	Number	Foundation	85%	85%	92%	Year 1	83%	80%	87%	Year 2	88%	82%	79%	Year 3	64%	54%	58%	Year 4	74%	65%	74%	Year 5	78%	60%	50%	Year 6	73%	52%	52%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>One hundred percent students without assessed learning difficulties will achieve a minimum of the expected Victorian Curriculum learning growth (one level) annually across Reading, Writing and Numeracy</p> <p>NAPLAN Achieve Learning Growth as stated in the SP Reading low 20% Medium 45% High 35%</p> <p>Writing low 20% Medium 50% High 30%</p>
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By the end of this plan we will develop and implement a resourcing strategy that supports the physical, human and social resourcing requirements associated with this Strategic Plan so that all targets associated with the plan are achieved	No	<p>Staff opinion percentage endorsement to show improvement in the following elements:</p> <p>Professional Learning – Feedback from 66% to 85%</p>	
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12 Month Target 1.1	<p>One hundred percent students without assessed learning difficulties will achieve a minimum of the expected Victorian Curriculum learning growth (one level) annually across Reading, Writing and Numeracy</p> <p>NAPLAN Achieve Learning Growth as stated in the SP Reading low 20% Medium 45% High 35%</p> <p>Writing low 20% Medium 50% High 30%</p> <p>Numeracy low 20% Medium 50% High 30%</p> <p>NAPLAN maintain students in the top two bands in year 3- Reading , Writing and Numeracy in Year 5. Reading 30% of Students (5 additional students), Numeracy x% (x additional students),</p> <p>Staff Opinion Survey- Collective Efficacy & Academic Emphasis - move from Transform to Stretch on the School Performance</p>

	<p>Report (Target)</p> <p>Staff opinion percentage endorsement to show improvement in the following elements:</p> <p>School Climate – Collective efficacy from 66% to 85%</p> <p>School Climate – Collective responsibility from 79% to 90%</p> <p>School Climate – Teacher collaboration from 68% to 85%</p> <p>Student attitudes to school to show improvement in the following elements:</p> <p>Teaching & learning – Stimulating learning from 3.99 to 4.2</p> <p>Teaching & learning – Student motivation from 4.43 to 4.6</p> <p>Teaching & learning – School connectedness from 4.2 to 4.4</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Professional learning is evidence-based and modelled on recognised best practice Teachers use student achievement data to identify their professional learning needs aligned with FISO priorities. Periodic review of the effectiveness of T & L programs informs professional learning planning	No
KIS 2 Building practice excellence	Professional learning is collaborative, involving reflection & feedback Formalised PLTs where trs work together to review or develop their practice. Teams monitor impact of t strategies used & adapt teaching when necessary. Trs provide, seek & receive feedback from peers & leaders to imp. practice	No
KIS 3 Empowering students and building school pride	The school community will engage in a robust inclusive School Review process and Strategic Plan development.	Yes

KIS 4 Building practice excellence	Through the PLC process build teacher capacity to use student assessment data to develop and implement differentiated teaching and learning in reading and writing.	Yes
KIS 5 Setting expectations and promoting inclusion	Develop and implement the Gray Street PS mission statement to include values, explicit expectations and conduct for all - students, staff, community.	No
KIS 6 Building practice excellence	Through the PLC process build teacher capacity to use student assessment data to develop and implement differentiated teaching and learning in reading	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.	<p>During 2018 the Teaching Partners have worked with the school to strengthen the teaching of reading using evidence based processes and building teacher capacity in assessment, data analysis and the Victorian Curriculum. The Teaching Partners have been working closely with the Literacy Leader and the Literacy Coach forming consistent practices. Early feedback from staff and improved student outcomes is affirming this work however, to fully embed these changes of practice further work is required in Literacy in 2019. 2018 focus has been predominantly in the P-2 area and the school is aiming to have continuity of consistent practices from P-6.</p> <p>PLC training completed in October 2018 and all staff will be briefed about the PLC process early in term 1 2019 for full implementation. Staff Opinion Data for Collective efficacy 2108 is at and warrants a focus for early 2019.</p>	
Goal 2	By the end of this plan we will strengthen students' relationships with each other and their teachers so that an inclusive, safe, orderly and stimulating learning environment is created in every classroom	
12 Month Target 2.1	<p>Student attitudes to school to show improvement in the following elements:</p> <p>Teaching & learning - Teacher effectiveness from 4.48 to 4.5</p> <p>Student relationships - Student safety from 4.24 to 4.4</p> <p>Student relationships - Classroom behaviour from 3.24to 3.5</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	The school activates student voice, leadership & agency The school has processes to recognise & respond to student voice	No

Empowering students and building school pride	Student leaders exert influence in relation to rules, policies & facilities through formal feedback processes & decision-making forums	
KIS 2 Empowering students and building school pride	The school fosters student motivation & confidence for learning Trs encourage students to set high expectations for their learning; regularly discussing progress, concerns & achievements; offer feedback that is targeted to learning progress; & assist them to be self-directed & to reach their goals	No
KIS 3 Setting expectations and promoting inclusion	Through a Positive Education lens, develop a positive school culture and climate	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.	Student attitudes to School Survey remains low - in the first quartile on all parameters. The 2018 School Summary Report indicates the school climate at transform for collective efficacy and academic emphasis - while there has been some improvement in 2018 in the Staff Opinion Survey this work remains a focus. Through the GAP-HGPS Positive Educational model, improvement in school pride through positive and productive relationships with staff, and peers endeavours to lift the confidence and motivation. This in turn should develop students that are prepared to take educated risks in their learning, develop resiliency, and curiosity through feedback. The development of STEM is allowing such progress to be realised, as is the Sounds Write Phonic Awareness Program	

Define Actions, Outcomes and Activities

Goal 1	By the end of this plan we will ensure the personalised learning needs of all students are met so that there will be evidence of all students achieving expected or greater than expected learning growth, with a focus on literacy and numeracy.
12 Month Target 1.1	<p>One hundred percent students without assessed learning difficulties will achieve a minimum of the expected Victorian Curriculum learning growth (one level) annually across Reading, Writing and Numeracy</p> <p>NAPLAN Achieve Learning Growth as stated in the SP Reading low 20% Medium 45% High 35%</p> <p>Writing low 20% Medium 50% High 30%</p> <p>Numeracy low 20% Medium 50% High 30%</p> <p>NAPLAN maintain students in the top two bands in year 3- Reading , Writing and Numeracy in Year 5. Reading 30% of Students (5 additional students), Numeracy x% (x additional students),</p> <p>Staff Opinion Survey- Collective Efficacy & Academic Emphasis - move from Transform to Stretch on the School Performance Report (Target) Staff opinion percentage endorsement to show improvement in the following elements:</p> <p>School Climate – Collective efficacy from 66% to 85%</p> <p>School Climate – Collective responsibility from 79% to 90%</p> <p>School Climate – Teacher collaboration from 68% to 85%</p> <p>Student attitudes to school to show improvement in the following elements:</p> <p>Teaching & learning – Stimulating learning from 3.99 to 4.2</p> <p>Teaching & learning – Student motivation from 4.43 to 4.6</p> <p>Teaching & learning – School connectedness from 4.2 to 4.4</p>

KIS 1 Empowering students and building school pride	The school community will engage in a robust inclusive School Review process and Strategic Plan development.
Actions	<p>Strategic Resource Management Review and where appropriate, allocate resources to this area of work Ensure a strong line of sight between the AIP and PDP's of all staff</p> <p>Professional Learning Design a professional learning plan that aims to build the capacity of staff and community to deliver the Strategic Plan</p> <p>Monitoring using the Improvement Cycle Utilise SPOT and FISO to monitor progress throughout the year Utilise the improvement cycle to monitor student learning growth and school performance Use data and evidence to monitor progress and complete pre-review self evaluation and inform the new Strategic Plan</p>
Outcomes	<p>This strategy is demonstrated when:</p> <p>Leaders Use current research and use the Improvement Cycle to plan, implement, monitor and evaluate the Strategic Plan Leadership will utilise the information gained from the PRSE to develop the new Strategic Plan and AIP Identify and target areas for immediate redress Develop a Professional Learning Plan informed by the FISO Learning Continua and audit of teachers capabilities</p> <p>Teachers Evaluate the impact of their teaching on learning by analysing multiple sources of data Staff are prepared and active participants in PRSE and Strategic Plan development Challenge and support each other to improve professional practice Engage in PL and PLC to deliver the AIP and Strategic Plan</p> <p>Students Students are prepared and active participants in PRSE and Strategic Plan development</p>
Success Indicators	<p>Completed a robust PRSE which is inclusive of staff, students and community Students demonstrate and articulate their voice, agency and leadership in the school review process</p>

	Developed the 2020-2024 Strategic Plan			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop action plan and timeline for the PRSE Attend DET PD and complete PRSE	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,200.00 <input type="checkbox"/> Equity funding will be used
Strategic Resource Management Allocate resources and develop processes to enable all staff to be involved in the review process	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Strategic Resource Management Develop an agreed common goal for staff PDPs	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning Conduct an audit to ascertain teacher capacity and understanding of key improvement strategies as identified on the new Strategic Plan and FISO continua	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning Conduct a PLC Inquiry Unit into the present teaching of Writing/Maths/Reading at HGSPS at Junior and Senior Area Teams.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>FISO Improvement Cycle</p> <p>Teams to identify students with assessed Learning Difficulties and regularly monitor the percentage of students deemed capable of achieving expected learning growth in Reading, Writing and Numeracy-providing reports to Leadership by week 9 of each term</p>		<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>FISO Improvement Cycle</p> <p>School wide processes established for monitoring and responding to students achieving or not achieving expected learning growth in reading, writing, and numeracy- non negotiable reports to leadership by week 9 of each term</p>		<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$15,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>FISO Improvement Cycle</p> <p>Teachers will provide the data and evidence of student growth to the PLT Leaders to enable the teams collaboratively prepare the termly Student Growth Reports</p>		<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$200.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>KIS 2</p> <p>Building practice excellence</p>	<p>Through the PLC process build teacher capacity to use student assessment data to develop and implement differentiated teaching and learning in reading and writing.</p>				
<p>Actions</p>	<p>Strategic Resource Management</p> <p>Provide appropriate resources and time frames to this area of work</p> <p>Access to the Regional facilitators of PLC for resources and professional readings</p> <p>Professional Learning</p> <p>Design appropriate professional learning plan for staff that aims to build the capacity of staff to apply inquiry cycle to a problem of practice</p> <p>Assign trained Middle Leader/s to oversee and report on the PLC work</p> <p>Select professional reading about differentiation to develop professional knowledge and understanding</p> <p>Professional development on data analysis</p> <p>Monitoring Using the Improvement Cycle</p>				

	Use data to develop a problem of practice Use pre and post data to determine if there positive changes and engagement in the learning process Use the improvement cycle to ascertain the effectiveness of differentiation and student growth				
Outcomes	This strategy is demonstrated when: Leaders Use current research and improvement cycle to plan, monitor and evaluate the PLC problem of practice Access PLC facilitators to assist with the PLC professional learning and resources when required Develop a Professional Learning Plan for staff with time frame Empower capacity of middle leaders by supporting the PLP with time and resources from Leadership Teachers Evaluation of the current practices of their teaching and learning by analysing various data sets Staff are active participants both in Staff and Area Team Meetings Staff create a resource folder with annotated professional readings and data samples to use as evidence in their PDP Students Students show improvement from the data collected pre and post Inquiry cycle in the area of the problem of practice Differentiated learning shows improved engagement with the learning tasks and success outcomes				
Success Indicators	Middle leaders will successfully impart the principles and processes of the PLC through a staff survey Survey to measure the increased competency of staff in data anaylsis Area Teams present their Inquiry Cycle in Staff Meetings Area Teams and planning documents show differentiated learning tasks and student groupings Pre and Post assessments show improvement in student outcomes				
Activities and Milestones		Who	Is this a PL Priority	When	Budget
Develop Professional Learning Plan for term one and term two that is embedded in Staff Meetings to build capacity of all teaching staff		✔ PLC Leaders	❑ PLP Priority	from: Term 1 to: Term 2	\$500.00 ✔ Equity funding will be used

Develop a PLC resource folder with annotated Professional readings used for professional discussions at ATM and staff meetings.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Middle School Leaders/PLC Leaders report to Leadership monthly to monitor the progress of the PLC and to supplement and resource areas of need	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
The Inquiry Cycles provide pre and post assessment on the problem of practice with specific emphasis on the data and differentiation	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Both Junior and Senior Area Teams will present their Inquiry Cycle to the Staff	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$300.00 <input checked="" type="checkbox"/> Equity funding will be used
PLC leaders and staff are surveyed to assess the impact and knowledge of the PLC process. Students are surveyed to ascertain the effect of differentiation on engagement and learning outcomes	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	By the end of this plan we will strengthen students' relationships with each other and their teachers so that an inclusive, safe, orderly and stimulating learning environment is created in every classroom			
12 Month Target 2.1	Student attitudes to school to show improvement in the following elements: Teaching & learning - Teacher effectiveness from 4.48 to 4.5			

	<p>Student relationships - Student safety from 4.24 to 4.4</p> <p>Student relationships - Classroom behaviour from 3.24to 3.5</p>
KIS 1 Setting expectations and promoting inclusion	Through a Positive Education lens, develop a positive school culture and climate
Actions	<p>Strategic Resource Management</p> <p>Review and where appropriate, allocate resources to this area of work</p> <p>Ensure a strong line of sight between the AIP and PDP's of all staff</p> <p>Professional Learning</p> <p>Design a professional learning plan that aims</p> <ul style="list-style-type: none"> - to build the capacity and commitment of staff and community to Positive Education -Develop teacher knowledge and capacity to plan for and implement Positive Education - Develop teacher knowledge and capacity to implement multi tiered systems of support for student management - Develop teacher knowledge and capacity to monitor, analyse and respond to school wide and student data (Attitudes to school Student Survey) <p>Monitoring using the Improvement Cycle</p> <p>Utilise SPOT and FISO to monitor progress throughout the year</p> <p>Utilise the improvement cycle to monitor student engagement and well being</p> <p>Use data and evidence to monitor progress</p>
Outcomes	<p>This strategy is demonstrated when:</p> <p>Leaders</p> <p>Use current research and use the Improvement Cycle to plan, implement, monitor and evaluate impact of Positive Education</p> <p>Use data gathering tools to monitor impact of Positive Education leading to improved school climate, culture and safety</p> <p>Modelling Positive Education and Growth Mindset in everything they say and do</p> <p>Communicate Positive educations exemplars to the school community</p> <p>Create formal opportunities to engage student a Voice and Agency</p> <p>Teachers</p>

	<p>Evaluate the impact of their teaching on learning by analysing multiple sources of data Modelling Positive Education and Growth Mindset in everything they say and do Create formal opportunities to engage student a Voice and Agency Staff are prepared and active participants in PRSE and Strategic Plan development Challenge and support each other to improve professional practice Engage in PL and PLC to deliver the AIP and Strategic Plan</p> <p>Students Students are prepared and active participants in PRSE and Strategic Plan development Create formal opportunities to engage student a Voice and Agency Students provide feedback through data collection tools to reflect on school climate and culture Students believe their school is a safe and positive school Students know and use processes available for support</p>			
Success Indicators	<p>Staff & student surveys Teaching and learning programs, i.e. term/ semester/year teaching and learning programs, lesson plans, learning resources Classroom observations, i.e. lesson observation notes, video clips of practice, student survey data, peer observation notes Reflection and feedback i.e. student perception surveys, student conference notes, teacher student records, parent feedback Student assessment and learning i.e. assessment plans and schedules, assessment tools, diagnostic instruments, data walls Collaboration and communication i.e. video clip of team teaching, co-constructed resources, common assessment tasks, meeting logs, community engagement notes Professional learning i.e. professional learning plans, action research, PLC journals, professional learning workshops/forums</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Students, staff and community will identify three core values aligned to our Positive Education Model (GAP) that will be reflected in our everyday communication, behaviours and moral purpose of our school. The three values may be closely linked with 'Gratitude, Belonging and Respect', key elements of our Positive Education Model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used
Parent, Student and Staff Opinion Survey data will be compared to that of 2016-19 to determine improvement in school climate, culture and safety	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$500.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Develop the capacity of Student Voice so that the children are prepared to attend School Council and deliver their Student Voice Report, undertake training to commence their involvement in the Learning Walks	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Student Agency is enacted through continuing the formalised GAP Awards at Assembly, where students select members of their community and have three reasons as to why the nominee is a commendable person of our 'Educational Family'.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Student surveys will identify connectedness to their school through their sense of belonging, restorative practice, clear behavioural expectations, support systems and positive school community traits	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff adopt the key phrases of the Positive Education Culture and 'live the ideals through their work within the HGSPS Community'. Students will begin displaying altruistic behaviours, by modelling staff and a positive growth mindset.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Specific investment in a GAP (Positive Education) teacher engaging staff and students on a semester program focussed on 'gratitude, belonging, respect, mindfulness, kindness and altruistic behaviours' that develop balanced and resilient students	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning through Staff meetings, professional readings and curriculum day will build the capacity of the staff and continue to positively fashion the culture of our school as the HGSPS Educational Family'	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff and students will communicate this cultural change through written articles and drawings, video clips in the foyer, on social media, at assembly and newsletters	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,200.00 <input checked="" 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	\$48,300.00	\$48,300.00
Additional Equity funding	0.00	0.00
Grand Total	\$48,300.00	\$48,300.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional Learning Conduct an audit to ascertain teacher capacity and understanding of key improvement strategies as identified on the new Strategic Plan and FISO continua	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Professional Learning Conduct a PLC Inquiry Unit into the present teaching of Writing/Maths/Reading at HGSPS at Junior and Senior Area Teams.	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
FISO Improvement Cycle School wide processes established for monitoring and responding to students achieving or not achieving expected learning growth in reading, writing, and numeracy- non negotiable reports to leadership by week 9 of each term	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$15,000.00	\$15,000.00

Develop Professional Learning Plan for term one and term two that is embedded in Staff Meetings to build capacity of all teaching staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$500.00	\$500.00
Develop a PLC resource folder with annotated Professional readings used for professional discussions at ATM and staff meetings.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Middle School Leaders/PLC Leaders report to Leadership monthly to monitor the progress of the PLC and to supplement and resource areas of need	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$2,000.00	\$2,000.00
Both Junior and Senior Area Teams will present their Inquiry Cycle to the Staff	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$300.00	\$300.00
Specific investment in a GAP (Positive Education) teacher engaging staff and students on a semester program focussed on 'gratitude, belonging, respect, mindfulness, kindness and altruistic behaviours' that develop balanced and resilient students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	\$20,000.00
Professional Learning through Staff meetings, professional readings and curriculum day will build the capacity of the staff and continue to positively fashion the culture of our school as the HGSPS Educational Family'	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$300.00	\$300.00
Staff and students will communicate this cultural change through written articles and drawings, video clips in the foyer, on social media, at assembly and newsletters	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets <input checked="" type="checkbox"/> Other Environment upgrade/renovation, displays or furnishings	\$1,200.00	\$1,200.00

Totals		\$48,300.00	\$48,300.00
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Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals				

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop action plan and timeline for the PRSE Attend DET PD and complete PRSE	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Dunkeld
Professional Learning Conduct an audit to ascertain teacher capacity and understanding of key improvement strategies as identified on the new Strategic Plan and FISO continua	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Professional Learning Conduct a PLC Inquiry Unit into the present teaching of Writing/Maths/Reading at HGSPS at Junior and Senior Area Teams.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 3 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"/> 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"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
FISO Improvement Cycle School wide processes established for monitoring and responding to students	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

achieving or not achieving expected learning growth in reading, writing, and numeracy- non negotiable reports to leadership by week 9 of each term	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Sub School Leader/s		<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Middle School Leaders/PLC Leaders report to Leadership monthly to monitor the progress of the PLC and to supplement and resource areas of need	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
The Inquiry Cycles provide pre and post assessment on the problem of practice with specific emphasis on the data and differentiation	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
PLC leaders and staff are surveyed to assess the impact and knowledge of the PLC process. Students are surveyed to ascertain the effect of differentiation on engagement and learning outcomes	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Parent, Student and Staff Opinion Survey data will be compared to that of 2016-19 to determine improvement in school climate, culture and safety	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Staff, Student and Parent Opinion survey data	<input checked="" type="checkbox"/> On-site
Develop the capacity of Student Voice so that the children are prepared to attend School Council and deliver their Student Voice Report, undertake training to commence their involvement in the Learning Walks	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <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"/> SEIL <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Specific investment in a GAP (Positive Education) teacher engaging staff and students on a semester program focussed on 'gratitude, belonging, respect, mindfulness, kindness and altruistic behaviours' that develop balanced and resilient students	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <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"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Institute Of Positive Education	<input checked="" type="checkbox"/> On-site

Professional Learning through Staff meetings, professional readings and curriculum day will build the capacity of the staff and continue to positively fashion the culture of our school as the HGSPS Educational Family'	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Institute Of Positive Education <input checked="" type="checkbox"/> Departmental resources Literacy Portal	<input checked="" type="checkbox"/> On-site
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