2022 Annual Implementation Plan

for improving student outcomes

Hamilton (Gray Street) Primary School (0295)

Submitted for review by Ben Kelson (School Principal) on 17 February, 2022 at 07:36 AM
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 25 February, 2022 at 08:39 AM
Endorsed by Anna Robertson (School Council President) on 25 February, 2022 at 12:01 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	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	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	Please refer to the 'Perform Self-evaluation' commentary
Considerations for 2022	Please refer to the 'Perform Self-evaluation' commentary
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student learning outcomes in Literacy and Numeracy
Target 2.1	By 2023, increase the percentage of students in the top 2 NAPLAN bands: Year 5 • Reading from 16% (2018) to 45% (2023) • Writing from 12% (2018) to 35% (2023) • Numeracy from 21% (2018) to 40% (2023)
Target 2.2	By 2023, decrease the percentage of students in the bottom 2 NAPLAN bands:

	Year 5
	• Reading from 25% (2018) to 10% (2023) • Writing from 17% (2018) to 10% (2023) • Numeracy from 33% (2018) to 10% (2023)
Target 2.3	By 2023, increase the percentage of students meeting or above NAPLAN benchmark growth on a three year average • Reading from 71% (2018) to 87% (2023) • Writing from 43% (2018) to 75% (2023) • Numeracy from 55% (2018) to 75% (2023)
Key Improvement Strategy 2.a Evaluating impact on learning	Implement a teacher inquiry process that enables teachers to analyse assessment data, use it to inform teaching and evaluate the impact of teaching on student learning
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Develop an agreed pedagogical model that enables teachers to implement high impact teaching and learning practices in Literacy and Numeracy
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher knowledge and skill in delivering the Victorian Curriculum as a learning continuum
Goal 3	Improve the engagement of all students in their learning
Target 3.1	By 2023, increase the percentage of positive endorsement for the following factors on the AToSS on a three year average:

	Stimulated learning—69% (2018) to 80% (2023)
	Effective teaching time—78% (2018) to 85% (2023)
	Student voice and agency—47% (2018) to 80% (2023)
Target 3.2	By 2023, increase the mean percentage of positive endorsement for the SSS School Leadership module (Prin and Teacher) from baseline developed in 2019 to 90 % (2023). (89.2% in 2019)
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Develop a learning climate that promotes challenge, engagement and curiosity
Key Improvement Strategy 3.b Building leadership teams	Build leadership capacity to create a culture of empowerment, shared responsibility and opportunities for growth at all levels of experience
Key Improvement Strategy 3.c Strategic resource management	Create and implement processes and procedures that support quality planning, decision–making and resource management
Goal 4	Improve the wellbeing of all students
Target 4.1	By 2023, increase the percentage of positive endorsement for the following factors on the AToSS over a three year average: Resilience—65% (2018) to 80 % (2023) Sense of connectedness—64% (2018) to 80 % (2023) Respect for diversity—65% (2018) to 80% (2023)

Target 4.2	By 2023, increase the mean percentage of positive endorsement for the SSS School Climate module from 70% (2018) to 80% (2023) on a three year average,
Key Improvement Strategy 4.a Building communities	Develop a school community culture that fosters lifelong learning, positivity and resilience
Key Improvement Strategy 4.b Building communities	Strengthen initiatives that promote school community partnerships in learning and wellbeing programs

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	By 2023, increase the percentage of students in the top 2 NAPLAN bands: Year 5 • Reading – 40% of students or above in 2022 achieving in the top-two NAPLAN bands • Writing – 20% of students or above in 2022 achieving in the top-two NAPLAN bands • Numeracy – 40% of students or above in 2022 achieving in the top-two NAPLAN bands By 2023, decrease the percentage of students in the bottom 2 NAPLAN bands: Year 5 • Reading – less than 10% of students in 2022 achieving in the bottom two bands of NAPLAN • Writing – less than 13% of students in 2022 achieving in the bottom two bands of NAPLAN • Numeracy – less than 10% of students in 2022 achieving in the bottom two bands of NAPLAN By 2023, increase the percentage of

			students meeting or above NAPLAN benchmark growth on a three year average • Reading – at least 83% of Year 5 students in 2022 to achieve meeting 'At or Above NAPLAN Benchmark Growth'. • Writing – at least 75% of Year 5 students in 2022 to achieve meeting 'At or Above NAPLAN Benchmark Growth'. • Numeracy – at least 80% of Year 5 students in 2022 to achieve meeting 'At or Above NAPLAN Benchmark Growth'.
Improve student learning outcomes in Literacy and Numeracy	No	By 2023, increase the percentage of students in the top 2 NAPLAN bands: Year 5 • Reading from 16% (2018) to 45% (2023) • Writing from 12% (2018) to 35% (2023) • Numeracy from 21% (2018) to 40% (2023)	
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Improve the engagement of all students in their learning	No	By 2023, increase the percentage of positive endorsement for the following factors on the AToSS on a three year average: Stimulated learning—69% (2018) to 80% (2023) Effective teaching time—78% (2018) to 85% (2023) Student voice and agency—47% (2018) to 80% (2023)	
		By 2023, increase the mean percentage of positive endorsement for the SSS School Leadership module (Prin and Teacher) from baseline developed in 2019 to 90 % (2023). (89.2% in 2019)	
Improve the wellbeing of all students	No	By 2023, increase the percentage of positive endorsement for the following factors on the AToSS over a three year average: Resilience—65% (2018) to 80 % (2023)	

		Sense of connectedness—64% (2018) to 80 % (2023)	
		Respect for diversity—65% (2018) to 80% (2023)	
		By 2023, increase the mean percentage of positive endorsement for the SSS School Climate module from 70% (2018) to 80% (2023) on a three year average,	

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	By 2023, increase the percentage of students in the top 2 NAPLAN bands: Year 5 • Reading – 40% of students or above in 2022 achieving in the top-two NAPLAN bands • Writing – 20% of students or above in 2022 achieving in the top-two NAPLAN bands • Numeracy – 40% of students or above in 2022 achieving in the top-two NAPLAN bands By 2023, decrease the percentage of students in the bottom 2 NAPLAN bands: Year 5 • Reading – less than 10% of students in 2022 achieving in the bottom two bands of NAPLAN • Writing – less than 13% of students in 2022 achieving in the bottom two bands of NAPLAN • Numeracy – less than 10% of students in 2022 achieving in the bottom two bands of NAPLAN By 2023, increase the percentage of students meeting or above NAPLAN benchmark growth on a three year average • Reading – at least 83% of Year 5 students in 2022 to achieve meeting 'At or Above NAPLAN Benchmark Growth'.

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	• Build staff capacity in assessment to inform planning, differentiation and interventions • Review and embed a whole-school tiered approach to interventions

Outcomes	Student • Will receive instruction in reading at their point of need and intervention as required • Will be able to discuss their own learning and their progress • Will give feedback to their teacher on what they are learning and how they are learning (refer to AtoSS data) Teacher • Will have increased confidence and capacity in using assessment tools to inform planning, teaching and maximizing the impact of learning • Will differentiate learning programs to meet the individual learning needs of students • Will collaborate and work closely with intervention teachers (TLI) on specific learning needs of students, to ensure there consistency in the curriculum being taught • Teachers update data monitoring tools and be responsive to student needs Leader • Will establish the parameters, accountabilities, resourcing and timetabling to enable the KIS to be implemented
Success Indicators	Early • EOI Interview conducted for all students in P to 2 to obtain early benchmark data for Preps and one-year progress for Grade 1 students • Fountas & Pinnell completed for all students in grades 3 to 6 by the end of Week 3, Term 1 will indicate 12 month growth and inform curriculum planning needs • DIBELS Assessment 2-day training for Learning Specialist (completed Term 4 in 2021) • DIBELS ongoing assessment will indicate early positive achievement by the end of Term 1 • Prep to 2 Literacy Assessment Pilot (phonics) benchmark data will be obtained by the end of Term 1 • TLI Review completed in 5-week cycles, documenting individual student progress Late • NAPLAN Year 5 data in Reading, Writing and Numeracy to demonstrate continued improvement growth • Victorian Curriculum teacher judgements in English and Mathematics to demonstrate improved P-6 results (% of students) achieving above expected level ("A" or "B") • Victorian Curriculum teacher judgements in English and Mathematics to demonstrate improved P-6 results (less students - %) achieving below the expected level ("D" or "E") • PAT Reading – all year levels (1 to 6) to demonstrate 'mean score' improvement from 2021 to 2022 • PAT Maths – all year levels (1 to 6) to demonstrate 'mean score' improvement from 2021 to 2022 • DIBELS benchmark data to be obtained across all of P to 6 by the end of the school year

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review and update the school Assessment Schedule to reflect new approach through inclusion of EOI (P-2) and DIBELS (P-6)	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review all Literacy Interventions within the school including the school's Boost Program and TLI for impact and implement a revised (tiered) approach for 2022	☑ Leadership Team ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 1	$40,534.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
TLI and Boost – updated spreadsheets developed and used for monitoring and response	☑ Leadership Team ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Staff Professional Learning/Reading in multi-tiered systems of support and responses to intervention	☑ Learning Specialist(s) ☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 2	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Staff Review of Writing Instruction Model including an induction of new staff	☑ Learning Specialist(s) ☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement whole-school moderation and assessment practices for writing with a focus on acceleration and intervention to lift whole-school performance	☑ Learning Specialist(s) ☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Leadership monitor student writing progressions and development in teacher practice	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Student surveys in terms 2 and 4 to ascertain the revised approach to teaching and learning in writing	☑ Leadership Team ☑ Sub School Leader/s	☐ PLP Priority	from: Term 2 to: Term 4	$800.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Teams to determine which students are not making expected growth in Writing and what steps/strategies are required to support these students in their learning	☑ Sub School Leader/s ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement The Resilience Project (TRP) with a particular focus on aligning this with the school's existing GAP values and Respectful Relationships curriculum.			

	Develop and implement a tiered approach to engagement, wellbeing and mental health
Outcomes	Students: • Will receive weekly instruction through teacher delivery of The Resilience Project, focusing on the principles of Gratitude, Empathy, Mindfulness along with Emotional Literacy, as a means of supporting the wellbeing needs of each student • Will be able to recognise, respond to and talk about aspects of mental health • Students will be able to explain what positive mental health means and where they can seek support at school Teachers: • Will plan for and implement social and emotional learning within their curriculum areas utilising the resources of The Resilience Project and DET Respectful Relationships • Will be able to recognise, respond to and refer students' mental health needs • Will implement surveys or record observations/discussions involving the mental health of students to support the varying needs Leaders: • Will support the continuous development, documentation and revision of a multi-tiered response model to mental health and wellbeing • Wellbeing Team will directly support students' mental health and/or provide referrals • Will review various data sets to work with the Wellbeing Team and oversee the effectiveness of the programs in place, to offer support and guidance to staff where required
Success Indicators	Early • Policies and programs will show documentation of multi-tiered response model • Curriculum documentation will show plans for social and emotional learning • The Resilience Project survey will be delivered to grade 3 to 6 students to obtain benchmark data before commencement of the program Late • Victorian Curriculum: Personal and Social Capabilities curriculum mapping document will be developed and completed by the end of the year, linking this area of the curriculum with TRP and Respectful Relationships • Student Attitude to School Survey: improvement will be evident in the 'Learner Characteristics and Disposition' areas of Attitude to Attendance, Motivation and Interest, Perseverance, Self-regulation and Goal Setting, and Sense of Confidence. (All sub-sections to improve from first quartile to second quartile scores).

	• Student Attitude to School Survey: improvement will be evident in the 'Emotional and Relational Engagement' (Emotional Awareness and Regulation') and 'Individual Social and Emotional Wellbeing' (Life Satisfaction) elements • Parent Opinion Survey: Positive endorsement of 'Confidence and Resiliency Skills' to remain above 90%

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Teacher appointed and empowered through roles and responsibilities co-designed to lead the school in implementation of The Resilience Project (TRP)	☑ Curriculum Co-ordinator (s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Initial Teacher Professional Learning conducted for TRP, along with Parent Information and Student Engagement sessions	☑ Curriculum Co-ordinator (s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$3,500.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
TRP student surveys completed with grade 3-6 students to obtain benchmark data and guide school levels of need/focus	☑ Curriculum Co-ordinator (s) ☑ Student Wellbeing Co-ordinator ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
TRP curriculum including Student Journals implemented as a school-wide Wellbeing priority throughout all of 2022	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review of School Policies aligning with Student Wellbeing	☑ Leadership Team ☑ Principal	☐ PLP Priority	from: Term 1	$0.00

			to: Term 2	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Curriculum planning documents developed across P-6 addressing and linking Wellbeing Curriculum (TRP, Respectful Relationships and Personal and Social Capabilities)	☑ Student Wellbeing Co-ordinator ☑ Teacher(s) ☑ Team Leader(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review of 'Attitude to School Survey' data and discussions with grade 4 to 6 students (focus groups)	☑ Leadership Team ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review of 'AtoSS' and 'Parent Opinion Survey' data to determine improvement, growth and future area/s of focus	☑ Leadership Team ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$0.00	$0.00	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$0.00**	**$0.00**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Review all Literacy Interventions within the school including the school's Boost Program and TLI for impact and implement a revised (tiered) approach for 2022	$40,534.00
Initial Teacher Professional Learning conducted for TRP, along with Parent Information and Student Engagement sessions	$3,500.00
TRP curriculum including Student Journals implemented as a school-wide Wellbeing priority throughout all of 2022	$5,000.00
Totals	**$49,034.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Review all Literacy Interventions within the school including the school's Boost Program and TLI for impact and implement a revised (tiered) approach for 2022	from: Term 1 to: Term 1		
Initial Teacher Professional Learning conducted for TRP, along with Parent Information and Student Engagement sessions	from: Term 1 to: Term 1		
TRP curriculum including Student Journals implemented as a school-wide Wellbeing priority throughout all of 2022	from: Term 1 to: Term 4		
Totals			

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Staff Professional Learning/Reading in multi-tiered systems of support and responses to intervention	☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 2	☑ Moderated assessment of student learning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Internal staff ☑ Learning Specialist ☑ Departmental resources Literacy Toolkit ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Staff Review of Writing Instruction Model including an induction of new staff	☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 1	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Learning Specialist ☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Implement whole-school moderation and assessment practices for writing with a focus on acceleration and intervention to lift whole-school performance	☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 4	☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Teacher appointed and empowered through roles and responsibilities co-designed to lead the school in implementation of The Resilience Project (TRP)	☑ Curriculum Co-ordinator (s) ☑ Principal	from: Term 1 to: Term 1	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ External consultants The Resilience Project	☑ On-site
Initial Teacher Professional Learning conducted for TRP, along with Parent Information and Student Engagement sessions	☑ Curriculum Co-ordinator (s) ☑ Principal	from: Term 1 to: Term 1	☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants The Resilience Project	☑ On-site
TRP student surveys completed with grade 3-6 students to obtain benchmark data and guide school levels of need/focus	☑ Curriculum Co-ordinator (s) ☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

	☑ Teacher(s)					