2021 Annual Implementation Plan

for improving student outcomes

Cambridge Primary School (5312)

Submitted for review by Honey Stirling (School Principal) on 22 January, 2021 at 10:50 AM
Endorsed by Brent Richards (Senior Education Improvement Leader) on 01 June, 2021 at 10:22 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	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	Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving

Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	Completing the Continua of Practice for 2020, it became very evident that the 2020 pandemic had a direct impact on the school in terms of implementing the strategic direction of the school. Our focus for 2021 will be to implement the 2021 priorities and goals and review these in a 6 month timeframe and re-set for the remainder of the year. Curriculum, planning and assessment will be monitored closely to ensure learning, catch up and extension priorities are achieved within the given timeframe. Health and wellbeing and building communities will also be monitored to ensure all goals are achieved within the 12 months.
Considerations for 2021	- Provision of differentiated Literacy and Numeracy learning tasks that target the needs of all learners and challenge higher achievers.. - Build leaders and teachers data literacy and capacity to evaluate the impact of teaching practices on student learning. - Strengthening parent/carer involvement in learning catch up activities.

Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Improve student learning outcomes in Literacy and Numeracy.
Target 2.1	Increase percentage of students showing high relative growth from Year 3 to 5. • Reading - Increase the percentage of students showing high relative growth from 24% in 2018 to more than 31% in 2022 • Writing - Increase the percentage of students showing high relative growth from 30% in 2018 to more than 43% in 2022 • Numeracy - Increase the percentage of students showing high relative growth from 19% in 2018 to more than 31% in 2022
Target 2.2	To increase the number of students in the top two bands in Reading, Writing and Numeracy.

	Reading - Increase the number of students in the top two NAPLAN bands in Year 3 from 63% in 2018 to 78% in 2022. (This is equivalent to approximately 95 students in 2018 and 117 students in 2022.) - Increase the number of students in the top two NAPLAN bands in Year 5 from 39% in 2018 to 55% in 2022. (This is equivalent to approximately 51 students in 2018 and 63 students in 2022.) **Writing** - Increase the number of students in the top two NAPLAN bands in Year 3 from 51% in 2018 to 63% in 2022. - Increase the number of students in the top two NAPLAN bands in Year 5 from 18% in 2018 to 34% in 2022. **Numeracy** - Increase the number of students in the top two NAPLAN bands in Year 3 from 57% in 2018 to 69% in 2022. - Increase the number of students in the top two NAPLAN bands in Year 5 from 34% in 2018 to 48% in 2022. - (This is an increase of 4% per year, this is equivalent of approximately 5 students increase per year or one per grade.)
Target 2.3	By 2022, decrease the variability between NAPLAN Writing results in Years 3 and 5 and teacher judgement data by comparing;

- teacher judgment percentages of A-B with Writing NAPLAN results in the top two bands.
- teacher judgment percentages of D-E with NAPLAN results of the bottom two bands.

2017 Teacher Judgements and NAPLAN results (2018 data not available as yet)

Writing TJ	% A-B (2017)	%D-E (2017)
Year 3	20%	18%
Year 5	16%	6%

Writing NAPLAN	% Top 2 Bands	% Bottom Two Bands
Year 3	57%	8%
Year 5	26%	5%

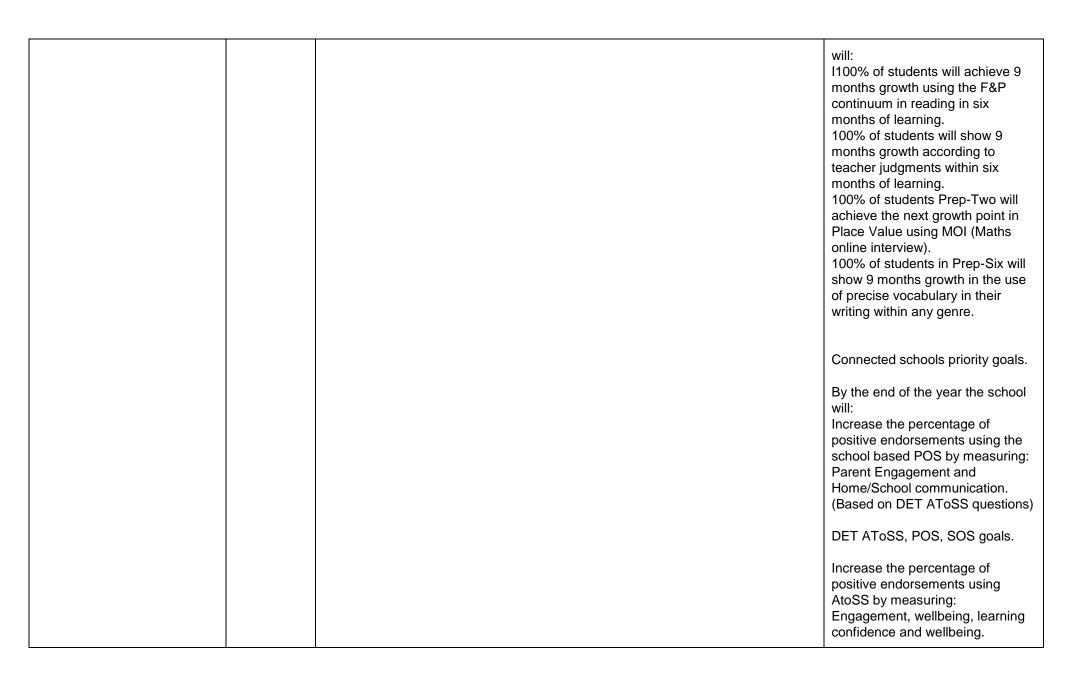| **Target 2.4**	By the end of 2022, increase the percentage of positive endorsement for school climate factor scores on the Staff opinion Survey by measuring; • Collective efficacy from 69% in 2018 to 81% in 2022. • Academic emphasis from 65% in 2018 to 77% in 2022 • Teacher collaboration from 47% in 2018 to 59% in 2022.
Key Improvement Strategy 2.a	Document and implement a guaranteed and viable curriculum to enhance student learning in Reading and Writing. (CPA)

Curriculum planning and assessment	
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Develop and consistently implement an agreed instructional model that is informed by evidence–based high impact teaching strategies. (EHITS)
Key Improvement Strategy 2.c Evaluating impact on learning	Build leadership and teacher capacity to identify and plan for student learning needs and evaluate the impact of teaching practices through professional learning communities. (EIL)
Goal 3	Improve students' engagement in their learning.
Target 3.1	By the end of 2022, increase the percentage of positive endorsement for indicators on the student AToSS by measuring; • student voice and agency from 76% in 2018 to 88% in 2022. • stimulated learning from 86% in 2018 to 98% in 2022. • learning confidence from 85% in 2018 to 97% in 2022
Target 3.2	By the end of 2022, increase the percentage of positive endorsement on the SSS by measuring; • Parent and community from 75% in 2018 to 87% in 2022
Target 3.3	By the end of 2022, increase the percentage of positive endorsement in the POS by measuring; • parent participation and involvement from 78% in 2018 to 90% in 2022 • teacher communication from 63% in 2018 to 75% in 2022 • stimulated learning environment from 73% in 2018 to 85% in 2022

Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Develop student learning opportunities and goals that are challenging, engaging and promote curiosity. (IESA)
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop a culture of high expectation for all students. (IESA)
Key Improvement Strategy 3.c Parents and carers as partners	Strengthen partnerships with parents and the community that enhance students learning at school and at home. (PCP)

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.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	6 MONTH PRIORITY GOALS. Learning catch up and extension priority goals. By the end of the year: 100% of students will achieve 9 months growth using the F&P continuum in reading in six months of learning. 100% of students will show 9 months growth according to teacher judgments within six months of learning. 100% of students Prep-Two will achieve the next growth point in Place Value using MOI (Maths online interview). 100% of students in Prep-Six will show 9 months growth in the use of precise vocabulary in their writing within any genre. Happy, active and healthy kids priority goals. By the end of the year the school

			will:
			I100% of students will achieve 9 months growth using the F&P continuum in reading in six months of learning.
			100% of students will show 9 months growth according to teacher judgments within six months of learning.
			100% of students Prep-Two will achieve the next growth point in Place Value using MOI (Maths online interview).
			100% of students in Prep-Six will show 9 months growth in the use of precise vocabulary in their writing within any genre.
			Connected schools priority goals.
			By the end of the year the school will: Increase the percentage of positive endorsements using the school based POS by measuring: Parent Engagement and Home/School communication. (Based on DET AToSS questions)
			DET AToSS, POS, SOS goals.
			Increase the percentage of positive endorsements using AtoSS by measuring: Engagement, wellbeing, learning confidence and wellbeing.

| | | | Increase the percentage of positive endorsements using the SOS by measuring staff: Collective efficacy, Wellbeing, Teacher collaboration.

Increase the percentage of positive endorsement using POS by measuring parent: Parent engagement and Parent communication. |
|---|---|---|---|
| Improve student learning outcomes in Literacy and Numeracy. | No | Increase percentage of students showing high relative growth from Year 3 to 5.

• Reading - Increase the percentage of students showing high relative growth from 24% in 2018 to more than 31% in 2022

• Writing - Increase the percentage of students showing high relative growth from 30% in 2018 to more than 43% in 2022

• Numeracy - Increase the percentage of students showing high relative growth from 19% in 2018 to more than 31% in 2022 | |
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Reading

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equivalent to approximately 95 students in 2018 and 117 students in 2022.)

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Numeracy

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- Increase the number of students in the top two NAPLAN bands in Year 5 from 34% in 2018 to 48% in 2022.

- (This is an increase of 4% per year, this is equivalent of approximately 5 students increase per year or one per grade.)

By 2022, decrease the variability between NAPLAN Writing results in Years 3 and 5 and teacher judgement data by comparing;

- teacher judgment percentages of A-B with Writing NAPLAN results in the top two bands.

- teacher judgment percentages of D-E with NAPLAN results of the bottom two bands.

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Writing NAPLAN	% Top 2 Bands	% Bottom Two Bands
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By the end of 2022, increase the percentage of positive endorsement for school climate factor scores on the Staff opinion Survey by measuring;

- Collective efficacy from 69% in 2018 to 81% in 2022.

- Academic emphasis from 65% in 2018 to 77% in 2022

- Teacher collaboration from 47% in 2018 to 59% in 2022.

Improve students' engagement in their learning.	No	By the end of 2022, increase the percentage of positive endorsement for indicators on the student AToSS by measuring; • student voice and agency from 76% in 2018 to 88% in 2022. • stimulated learning from 86% in 2018 to 98% in 2022. • learning confidence from 85% in 2018 to 97% in 2022	
		By the end of 2022, increase the percentage of positive endorsement on the SSS by measuring; • Parent and community from 75% in 2018 to 87% in 2022	
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Goal 1	2021 Priorities Goal

12 Month Target 1.1	6 MONTH PRIORITY GOALS. Learning catch up and extension priority goals. By the end of the year: 100% of students will achieve 9 months growth using the F&P continuum in reading in six months of learning. 100% of students will show 9 months growth according to teacher judgments within six months of learning. 100% of students Prep-Two will achieve the next growth point in Place Value using MOI (Maths online interview). 100% of students in Prep-Six will show 9 months growth in the use of precise vocabulary in their writing within any genre. Happy, active and healthy kids priority goals. By the end of the year the school will: I100% of students will achieve 9 months growth using the F&P continuum in reading in six months of learning. 100% of students will show 9 months growth according to teacher judgments within six months of learning. 100% of students Prep-Two will achieve the next growth point in Place Value using MOI (Maths online interview). 100% of students in Prep-Six will show 9 months growth in the use of precise vocabulary in their writing within any genre. Connected schools priority goals. By the end of the year the school will: Increase the percentage of positive endorsements using the school based POS by measuring: Parent Engagement and Home/School communication. (Based on DET AToSS questions) DET AToSS, POS, SOS goals. Increase the percentage of positive endorsements using AtoSS by measuring: Engagement, wellbeing, learning confidence and wellbeing. Increase the percentage of positive endorsements using the SOS by measuring staff: Collective efficacy, Wellbeing, Teacher collaboration. Increase the percentage of positive endorsement using POS by measuring parent: Parent engagement and Parent communication.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	6 MONTH PRIORITY GOALS. Learning catch up and extension priority goals. By the end of the year: 100% of students will achieve 9 months growth using the F&P continuum in reading in six months of learning. 100% of students will show 9 months growth according to teacher judgments within six months of learning. 100% of students Prep-Two will achieve the next growth point in Place Value using MOI (Maths online interview). 100% of students in Prep-Six will show 9 months growth in the use of precise vocabulary in their writing within any genre. Happy, active and healthy kids priority goals. By the end of the year the school will: I100% of students will achieve 9 months growth using the F&P continuum in reading in six months of learning. 100% of students will show 9 months growth according to teacher judgments within six months of learning. 100% of students Prep-Two will achieve the next growth point in Place Value using MOI (Maths online interview). 100% of students in Prep-Six will show 9 months growth in the use of precise vocabulary in their writing within any genre. Connected schools priority goals. By the end of the year the school will: Increase the percentage of positive endorsements using the school based POS by measuring: Parent Engagement and Home/School communication. (Based on DET AToSS questions) DET AToSS, POS, SOS goals. Increase the percentage of positive endorsements using AtoSS by measuring: Engagement, wellbeing, learning confidence and wellbeing. Increase the percentage of positive endorsements using the SOS by measuring staff: Collective efficacy, Wellbeing, Teacher

	collaboration.
	Increase the percentage of positive endorsement using POS by measuring parent: Parent engagement and Parent communication.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implement peer observations and peer coaching to enhance teacher capacity in the implementation of the instructional model and pedagogical model. Implement Professional Learning Communities to build teacher capacity in differentiation. Whole school professional learning on the implementation of agreed literacy and numeracy learning, catch-up (tutoring program) and extension strategies. (Instructional model, differentiation, formative assessment, HITS, ILPs, learning goals). Develop data literacy of teachers to inform understanding of students' needs and progress, and identify students who require additional support for intervention.
Outcomes	Leaders will: Prioritise essential curriculum and ensure these are taught with learning supports for all students. Embed consistent formative assessments strategies across the school. Prioritise time in the timetable for teachers to collaborate. Establish a targeted intervention support program for students. Teachers will: Identify the specific learning needs of their students and engage in reflective practices, evaluate and plan curriculum, assessment, lessons in PLCs. Implement the school's instructional and pedagogical model. Apply HITS when planning lessons and units of work. Further develop a deeper understanding of core curriculum priority areas. Identify students in need of targeted academic and wellbeing support and referred to the invention team. Students will: Know how lessons are structured and how the instructional model supports their learning. Experience success and celebrate learning growth. Know what their next learning steps are to progress their learning.
Success Indicators	Teachers' formative assessment data and teacher judgement data. Teacher records and observations of student progress.

	Coaching documentation. Classroom observations and learning walks demonstrating take up of professional learning strategies. Student feedback on differentiation, the instructional model, and the use of common strategies. Data walls. Differentiated curriculum documents and evidence of student's learning at different levels. Targeted intervention data: tailored supports, assessment data, student surveys, ILP progress reports.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Revisit PL around the school's instructional model and pedagogical model. Linked to evidence based research What does it look like in the classroom?	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Peer observations and peer coaching professional learning	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Literacy, numeracy and humanities professional learning Scaffolded literacy HITS Formative assessment Integrating humanities, literacy and numeracy. Turn and talk Explicit teaching	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 3	$60,000.00 ☐ Equity funding will be used
Intervention strategies professional learning Reading conferences Guided reading Small focus groups Formative assessment	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Equity funding will be used

Revisit PLC professional learning What is a PLC? What is the purpose of a PLC? Data analysis	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Engage with the Regional team in the Schools Project 2021 with a focus on improving the number of students in the top two bands at Year 5 in Reading and Numeracy. Assessments - Cross reference with current Reading and Numeracy Assessments e.g. PAT. - Unpack assessments and identify areas for growth. - Work with Leaders and teachers in PLT's and planning to develop strategies for Reading and Numeracy Improvement taking into account current assessments and any historical challenges for the school. - Unpack assessments with students with a focus on assessment for learning and individual goal setting. - Conduct improvement cycles with Year 9 English and Maths Team initially and then progress to support wider	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	Implement a whole school approach to social and emotional learning, belonging and engagement. Plan how whole school professional learning on a school wide approach to behaviour management and student engagement is implemented. Develop and implement a school wide initiative to increase student movement and activity. Establish a mentoring program and targeted counselling for identified students.
Outcomes	Leaders will: Develop and implement a AToss to monitor student attendance, engagement, wellbeing, participation, and learning confidence Establish routines and priorities time in the school day to implement school initiatives Develop and implement a values and wellbeing program to be implemented into all classrooms

Build staff capacity to manage student behaviours
Priorities time for increase student movement and activity

Teachers will:
Model and are consistent in agreed routines.
Share a common understanding of whole school approach to student engagement, behaviour management and wellbeing.
Embed the school's Growth mindset and Learning Pit initiative in the classroom.
Incorporate informed practices in classes and in planning units of work.
Identify 'at risk' students with the Wellbeing team in a timely manner.
Develop and maintain strong relationships with students.

Students will:
Provide feedback through the AToSS.
Feel supported and engaged in the classroom.
Contribute to developing a strong school culture by demonstrating our school values.
Experience more success in classes.
Develop strong relationships with peers and teachers.

Success Indicators	School based AToSS. Classroom and Peer observation documentation. Teaching and Learning handbook to reflect social and emotional learning. Samples of student work. Documents of referrals and communication processes regarding monitoring and escalating wellbeing and behaviour concerns. Teacher survey on effectiveness of program, referral process.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning sessions: restorative practices, behaviour matrix, behaviour roadmap, values, wellbeing referral process.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$20,000.00 ☑ Equity funding will be used
Understanding behaviours and identifying pyramid (80%, 15% and 5%) behaviours in the classroom.	☑ Leadership Team	☑ PLP Priority	from: Term 1	$0.00

				to: Term 2	☐ Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	Develop and implement a school wide approach to communicate with parents, carers and families; continuing with digital platforms introduced during remote learning. Create opportunities to engage parents, carers and families using digital technologies and online platforms. Strengthen relationships with school families by conducting regular check ins. Plan for school facilities and grounds works that will mean every school is a great place to learn.
Outcomes	Leaders will: Prioritise time for staff to communicate and build relationships with parent/carers. Support staff to implement online platforms. Provide professional learning to build capacity in teachers to strengthen home/school relationships. Teachers will: Have a strong relationship with students and parents/carers. Develop confidence in integrating digital learning into their practice. Improve home/school connections through online platforms. Know how to access wellbeing self-referrals and the best person to support them through this process. Know what wellbeing supports are on offer to them. Develop and plan how to support classroom and cohort wellbeing and behaviour concerns through a PLC inquiry cycle. Students will: Feel connected to their school and have positive attitude to attendance. Have improved digital literacy and technology skills. Feel confident when discussing learning concerns with teachers and parents/carers. The Community will: Feel welcome and connected to the school. Have a positive attitude towards school and support with whole school wellbeing and behaviour initiatives. Strengthen relationships between home and school.

Success Indicators	Feedback from parents, carers, students and teachers from: School based AToSS data School based POS data School based SOS Whole school events Quick polls Compass (chronicle attendance and behaviour data) Improved grounds and facilities

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning: digital technology, online platforms, wellbeing strategies, learning catch up strategies.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
External agencies to support with wellbeing referrals.	☑ Allied Health ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$40,000.00 ☑ Equity funding will be used
Improving relationships	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$100,000.00	$70,000.00
Additional Equity funding	$70,000.00	$75,000.00
Grand Total	$170,000.00	$145,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Intervention strategies professional learning Reading conferences Guided reading Small focus groups Formative assessment	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$40,000.00	$40,000.00
Professional learning sessions: restorative practices, behaviour matrix, behaviour roadmap, values, wellbeing referral process.	from: Term 1 to: Term 2	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)	$20,000.00	$10,000.00
External agencies to support with wellbeing referrals.	from: Term 1 to: Term 2	☑ School-based staffing ☑ Teaching and learning programs and resources	$40,000.00	$20,000.00
Totals			$100,000.00	$70,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Multi Sensory Learning intervention Building teacher capacity in behaviour management, restorative practices, wellbeing strategies.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$70,000.00	$75,000.00
Totals			$70,000.00	$75,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Revisit PL around the school's instructional model and pedagogical model. Linked to evidence based research What does it look like in the classroom?	☑ Leadership Team	from: Term 1 to: Term 2	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Peer observations and peer coaching professional learning	☑ Leadership Team	from: Term 1 to: Term 2	☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Teaching partners ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Literacy, numeracy and humanities professional learning Scaffolded literacy HITS	☑ Leadership Team	from: Term 1 to: Term 3	☑ Planning ☑ Design of formative assessments	☑ Whole School Pupil Free Day ☑ Professional Practice Day	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist	☑ On-site

Formative assessment Integrating humanities, literacy and numeracy. Turn and talk Explicit teaching			☑ Collaborative Inquiry/Action Research team	☑ PLC/PLT Meeting	☑ Literacy Leaders ☑ Maths/Sci Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	
Intervention strategies professional learning Reading conferences Guided reading Small focus groups Formative assessment	☑ Leadership Team	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Revisit PLC professional learning What is a PLC? What is the purpose of a PLC? Data analysis	☑ Leadership Team	from: Term 1 to: Term 2	☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative	☑ On-site
Engage with the Regional team in the Schools Project 2021 with a focus on improving the number of students in the top two bands at Year 5 in Reading and Numeracy. Assessments - Cross reference with	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ SEIL ☑ Leadership partners ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist	☑ On-site

current Reading and Numeracy Assessments e.g. PAT. - Unpack assessments and identify areas for growth. - Work with Leaders and teachers in PLT's and planning to develop strategies for Reading and Numeracy Improvement taking into account current assessments and any historical challenges for the school. - Unpack assessments with students with a focus on assessment for learning and individual goal setting. - Conduct improvement cycles with Year 9 English and Maths Team initially and then progress to support wider						
Professional learning sessions: restorative practices, behaviour matrix, behaviour roadmap, values, wellbeing referral process.	☑ Leadership Team	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Understanding behaviours and identifying pyramid (80%, 15% and 5%) behaviours in the classroom.	☑ Leadership Team	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

| Professional learning: digital technology, online platforms, wellbeing strategies, learning catch up strategies. | ☑ Leadership Team | from: Term 1 to: Term 2 | ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Peer observation including feedback and reflection | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ Internal staff | ☑ On-site |