

2020 Annual Implementation Plan

for improving student outcomes

Kororoit Creek Primary School (5499)



Submitted for review by Bethany Riseley (School Principal) on 30 January, 2020 at 12:22 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 30 January, 2020 at 04:59 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	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	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	<p>Self-evaluation of FISO Improvement Model Dimensions - 2.12.19</p> <p>The key take aways from this reflection are:</p> <p>Building school pride and connectedness will continue to be a focus moving forward.</p> <p>Based on a System Priority focus a school wide focus has been developed 'How can we support our students think more deeply when they read?'</p> <p>Based on as assessment around the 14 parameters (see attachment) there will be a continued focus on developing effective PLCs</p> <p>Please see attachment</p> <p>-</p>
Considerations for 2020	<p>Ongoing support for mid level leaders to develop their capacity to lead effective PLCs</p> <p>Evolving coaching model to support needs (internal coaching and external consultants)</p>

	<p>Prioritising time for teams to meet as a PLC for data discussion etc. See attachment</p>
<p>Documents that support this plan</p>	<p>14 Perametes Self-Assessment 2019.pdf (13.51 MB) Clarity - 14 Parameters Reflection 2019.docx (0.02 MB) System Priority Kororoit Creek PS.docx (0.02 MB)</p>

SSP Goals Targets and KIS

Goal 1	To improve the learning outcomes of all students in all learning areas and in particular increase the learning growth of those students in the lowest and highest learning bands
Target 1.1	<p>NAPLAN and Victorian Curriculum F-10 - NUMERACY</p> <ul style="list-style-type: none"> • To reduce the proportion of students in the lowest NAPLAN bands in Numeracy • To increase the proportion of students in the highest bands in Numeracy in NAPLAN • Minimum 25% in the top two bands for numeracy in Years 3 & 5 • To increase the % of students in the A and B grades for the Victorian Curriculum F-10 in Numeracy • To reduce the % of students with D and E grades for Victorian Curriculum F-10 in Numeracy
Target 1.2	<p>NAPLAN and Victorian Curriculum F-10- READING</p> <ul style="list-style-type: none"> • To reduce the proportion of students in the lowest NAPLAN bands in Reading • To increase the proportion of students in the highest bands in Reading in NAPLAN • Minimum 25% in the top two bands for Reading in Years 3 & 5 • To increase the % of students in the A and B grades for the Victorian Curriculum F-10 in Reading • To reduce the % of students with D and E grades for Victorian Curriculum F-10 in Reading
Target 1.3	<p>NAPLAN and Victorian Curriculum F-10- WRITING</p>

	<ul style="list-style-type: none"> • To reduce the proportion of students in the lowest NAPLAN bands in Writing • To increase the proportion of students in the highest bands in Writing in NAPLAN • Minimum 25% in the top two bands for writing in Years 3 & 5 • To increase the % of students in the A and B grades for the Victorian Curriculum F-10 in Writing • To reduce the % of students with D and E grades for Victorian Curriculum F-10 in Writing
Key Improvement Strategy 1.a Building practice excellence	<ul style="list-style-type: none"> • Implement a structured model that guides curriculum and differentiation
Key Improvement Strategy 1.b Building practice excellence	- Adopt a school-wide approach to data collection and analysis
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	- Ensure data is used to inform planning for curriculum implementation within the classroom
Key Improvement Strategy 1.d Building practice excellence	- Ensure data is used to inform planning for coaching across the whole school
Key Improvement Strategy 1.e Building practice excellence	Action Plan to accelerated improvement
Goal 2	For all students to become highly engaged and highly motivated learners.
Target 2.1	<p>Student Attitudes to School Survey</p> <p>Annual improvement in the following survey items:</p> <ul style="list-style-type: none"> • Learning confidence o Student Motivation • Stimulating Learning School Staff Survey <p>Meet or exceed the State Staff Opinion Survey scores for the item:</p>

	<p>School staff believe they have the necessary skills, expertise and resources to successfully educate students.</p> <ul style="list-style-type: none"> • Collective efficacy • Academic emphasis
<p>Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies</p>	<ul style="list-style-type: none"> • Improve the school wide adoption of evidence-based classroom management and instructional techniques
<p>Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies</p>	<ul style="list-style-type: none"> - Complement current literacy and numeracy teaching professional learning provided by leaders and coaches with teacher managed, team-based teacher learning focused on generic teaching practices
<p>Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies</p>	<ul style="list-style-type: none"> - Identifying a priority set of high impact generic teaching techniques (10-12) that all teachers across
<p>Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies</p>	<ul style="list-style-type: none"> - Document agreed high impact teaching strategies so new teachers are made aware
<p>Goal 3</p>	<p>To strengthen parental and student engagement and perceptions of the school.</p>
<p>Target 3.1</p>	<p><i>Student Attitudes to school survey</i></p> <p>Maintain and/or improve scores to at or above State and School Type means for the following items:</p> <p>Student Connectedness</p> <p>Student Motivation</p> <p>School Connectedness</p> <p><i>Parent Opinion Survey</i></p>

	<p>Maintain and/or improve scores to at or above State and School Type means for the following item:</p> <p>To improve parents' sense of engagement with the school</p> <p><i>Student Absence</i></p> <p>Reduce whole school student absence rate by a minimum of 1.94 days across the school</p> <p>Reduce the number of students with chronic absence by 50%</p>
<p>Key Improvement Strategy 3.a Parents and carers as partners</p>	<p>To develop and implement a Parent Communication Strategy</p>
<p>Key Improvement Strategy 3.b Parents and carers as partners</p>	<p>To ensure that correct procedures are being followed to minimise inaccurate recording of attendance</p>
<p>Key Improvement Strategy 3.c Parents and carers as partners</p>	<p>To target attendance strategies at the year levels where absence levels are highest</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To improve the learning outcomes of all students in all learning areas and in particular increase the learning growth of those students in the lowest and highest learning bands</p>	<p>Yes</p>	<p>NAPLAN and Victorian Curriculum F-10 - NUMERACY</p> <ul style="list-style-type: none"> • To reduce the proportion of students in the lowest NAPLAN bands in Numeracy • To increase the proportion of students in the highest bands in Numeracy in NAPLAN • Minimum 25% in the top two bands for numeracy in Years 3 & 5 • To increase the % of students in the A and B grades for the Victorian Curriculum F-10 in Numeracy • To reduce the % of students with D and E grades for Victorian Curriculum F-10 in Numeracy 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To increase the percentage of students maintaining Top 2 Bands in Numeracy (NAPLAN 3-5). Increase from 68% based on 2019 data.</p>
		<p>NAPLAN and Victorian Curriculum F-10- READING</p> <ul style="list-style-type: none"> • To reduce the proportion of students in the lowest NAPLAN bands in Reading 	<p>To increase the percentage of students maintaining Top 2 Bands in Reading (NAPLAN 3-5)</p>

		<ul style="list-style-type: none"> • To increase the proportion of students in the highest bands in Reading in NAPLAN • Minimum 25% in the top two bands for Reading in Years 3 & 5 • To increase the % of students in the A and B grades for the Victorian Curriculum F-10 in Reading • To reduce the % of students with D and E grades for Victorian Curriculum F-10 in Reading 	Increase from 57% maintaining T2B in 2019.
		<p>NAPLAN and Victorian Curriculum F-10- WRITING</p> <ul style="list-style-type: none"> • To reduce the proportion of students in the lowest NAPLAN bands in Writing • To increase the proportion of students in the highest bands in Writing in NAPLAN • Minimum 25% in the top two bands for writing in Years 3 & 5 • To increase the % of students in the A and B grades for the Victorian Curriculum F-10 in Writing • To reduce the % of students with D and E grades for Victorian Curriculum F-10 in Writing 	NA
For all students to become highly engaged and highly motivated learners.	No	<p>Student Attitudes to School Survey Annual improvement in the following survey items:</p> <ul style="list-style-type: none"> • Learning confidence o Student Motivation 	

		<ul style="list-style-type: none"> · Stimulating Learning School Staff Survey Meet or exceed the State Staff Opinion Survey scores for the item: School staff believe they have the necessary skills, expertise and resources to successfully educate students. · Collective efficacy • Academic emphasis 	
To strengthen parental and student engagement and perceptions of the school.	No	<p><i>Student Attitudes to school survey</i></p> <p>Maintain and/or improve scores to at or above State and School Type means for the following items:</p> <p>Student Connectedness</p> <p>Student Motivation</p> <p>School Connectedness</p> <p><i>Parent Opinion Survey</i></p> <p>Maintain and/or improve scores to at or above State and School Type means for the following item:</p> <p>To improve parents' sense of engagement with the school</p> <p><i>Student Absence</i></p> <p>Reduce whole school student absence rate by a minimum of 1.94 days across the school</p> <p>Reduce the number of students with chronic absence by 50%</p>	

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Goal 1	To improve the learning outcomes of all students in all learning areas and in particular increase the learning growth of those students in the lowest and highest learning bands	
12 Month Target 1.1	To increase the percentage of students maintaining Top 2 Bands in Numeracy (NAPLAN 3-5). Increase from 68% based on 2019 data.	
12 Month Target 1.2	To increase the percentage of students maintaining Top 2 Bands in Reading (NAPLAN 3-5) Increase from 57% maintaining T2B in 2019.	
12 Month Target 1.3	NA	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	<ul style="list-style-type: none"> Implement a structured model that guides curriculum and differentiation 	No
KIS 2 Building practice excellence	- Adopt a school-wide approach to data collection and analysis	No
KIS 3 Evidence-based high-impact teaching strategies	- Ensure data is used to inform planning for curriculum implementation within the classroom	Yes
KIS 4 Building practice excellence	- Ensure data is used to inform planning for coaching across the whole school	Yes
KIS 5 Building practice excellence	Action Plan to accelerated improvement	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.

In line with a System Priority Focus, data will be used to determine the focus of PLCs, curriculum implementation and coaching across the school. Based on an analysis of historical data sets, along with observation of practice, a clear focus around small group instruction has emerged (Reciprocal Teaching) that will drive the work (coaching, professional learning and consultant allocation) in Reading in 2020.

A collaborative investigation in to the structure and process of PLCs revealed that there were inconsistencies in the use of student data. Whilst impact was evident in teacher practice, the resulting improvement in student outcomes was not easily measurable, nor was the notion of professional challenge evident. An evaluation completed by the leadership team against the 14 parameters (Lyn Sharrat) further supported this and highlighted the limited opportunities PLCs were providing for a complete and ongoing analysis of student data sets. Further work with the Curriculum group highlighted the need for middle level leaders to further develop their capacity around the PLC process.

Whilst coaching has continued to be a key priority in 2019, the focus has not been consistent across the school, with coaching focused on teacher need. Further alignment of coaching cycles across the school, in line with a whole school student data focus, will be explored in 2020. The assessment schedule will be redefined in line with an alteration to our approach to moderation at a whole school level.

Define Actions, Outcomes and Activities

Goal 1	To improve the learning outcomes of all students in all learning areas and in particular increase the learning growth of those students in the lowest and highest learning bands
12 Month Target 1.1	To increase the percentage of students maintaining Top 2 Bands in Numeracy (NAPLAN 3-5). Increase from 68% based on 2019 data.
12 Month Target 1.2	To increase the percentage of students maintaining Top 2 Bands in Reading (NAPLAN 3-5) Increase from 57% maintaining T2B in 2019.
12 Month Target 1.3	NA
KIS 1 Evidence-based high-impact teaching strategies	- Ensure data is used to inform planning for curriculum implementation within the classroom
Actions	<ul style="list-style-type: none"> -Time for teachers to adequately map data of their 2020 cohort will be allocated within the meeting schedule -Whole school curriculum documentation will be implemented and monitored -The PLC process will be redefined to ensure groups are smaller with a more sharp and narrow focus -PLCs across the school will focused on the same curriculum area to allow for whole school professional learning around curriculum implementation -The work of members of the Curriculum Team will have greater connection to the PLCs -The PLC cycle will be refined to ensure there is adequate time to evaluate and diagnose based on various data sets -Whole school data will be used to define curriculum focus through the work of the Curriculum Team (P, AP, LT)
Outcomes	<ul style="list-style-type: none"> -Greater emphasis on student data in PLCs -Teachers and leaders will be able to access a 'data profile' of all students -Student evidence will be visible at all meetings and used as the anchor to inform planning and curriculum -The Curriculum Team will be actively involved as participants in PLCs -Student data from whole school PLC focus will be used to inform professional learning and whole school moderation

Success Indicators	-PLCs will be consistent and student focused -Between and within year growth will be at or above expected level -PLC documentation will clearly outline the growth of the students within the focus group, along with relevant teaching practice			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Align the Professional Learning and events schedule with whole school PLC focus	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PLC process will be documented and monitored	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Team leaders and Leading Teachers will be coached and supported to lead effective PLCs focused on student data	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Leading Teachers will be allocated to a 0.2 teaching component of their role to enable connectedness to PLCs and instructional practice	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	- Ensure data is used to inform planning for coaching across the whole school			

Actions	<ul style="list-style-type: none"> -Coaching will be allocated based on a common focus across the school -The Curriculum Team will monitor the effectiveness of coaching cycles based on student outcome data over a period of time (both within and following the coaching cycle) -Consultants will continue to support the work at a classroom level -Assessment and Professional Learning schedules will be aligned to allow for greater mapping, tracking and visibility of student data -Tools to efficiently track and display whole school student data will continue to be explored -Peer Observations will support the PLC cycle -Time allocation for Learning Specialists to continue their work around Peer Observations 			
Outcomes	<ul style="list-style-type: none"> -Team planning with have greater use of student data -Student data will be more accessible -The work of the consultants will be aligned with the whole school focus -Peer Observations effectively support the PLC process and build teacher practice -Coaching cycles will have a greater impact on student data -There will be greater cohesion between PLCs, Peer observations, Consultants, coaching and professional learning 			
Success Indicators	<ul style="list-style-type: none"> -Documented evidence of student data in PLCs, team planning and leadership meetings -The impact of coaching cycles will be measured based on student data within and following the cycle -Peer observations are regularly cycled with a connection to the PLC process -An improved data literacy of teaching staff will be evident through data discussions within PLCs, planning meetings and moderation days, documented within minutes 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Data mapping of all students	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Coaching allocation and consultant allocation with a clear focus from P-6	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$50,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Peer Observations anchored to PLC cycle	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <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
Professional learning to support PLC facilitation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Action Plan to accelerated improvement			
Actions	<ul style="list-style-type: none"> -Time for teachers to adequately map data of their 2020 cohort will be allocated within the meeting schedule -Whole school curriculum documentation will be implemented and monitored -The PLC process will be redefined to ensure groups are smaller with a more sharp and narrow focus -The PLC cycle will be refined to ensure there is adequate time to evaluate and diagnose based on various data sets -Whole school data will be used to define curriculum focus through the work of the Curriculum Team (P, AP, LT) -The Curriculum Team will monitor the effectiveness of coaching cycles based on student outcome data over a period of time (both within and following the coaching cycle) -Consultants will continue to support the work at a classroom level -Assessment and Professional Learning schedules will be aligned to allow for greater mapping, tracking and visibility of student data -Tools to efficiently track and display whole school student data will continue to be explored -Peer Observations will support the PLC cycle -Time allocation for Learning Specialists to continue their work around Peer Observations 			
Outcomes	<ul style="list-style-type: none"> -Greater emphasis on student data in PLCs -Teachers and leaders will be able to access a 'data profile' of all students -Student evidence will be visible at all meetings and used as the anchor to inform planning and curriculum -The Curriculum Team will be actively involved as participants in PLCs 			

	<ul style="list-style-type: none"> -Student data from whole school PLC focus will be used to inform professional learning and whole school moderation -Team planning will have greater use of student data -Student data will be more accessible -Peer Observations effectively support the PLC process and build teacher practice -Coaching cycles will have a greater impact on student data -There will be greater cohesion between PLCs, Peer observations, Consultants, coaching and professional learning 			
Success Indicators	<ul style="list-style-type: none"> -PLCs will be consistent and student focused -Between and within year growth will be at or above expected level -PLC documentation will clearly outline the growth of the students within the focus group, along with relevant teaching practice -Documented evidence of student data in PLCs, team planning and leadership meetings -The impact of coaching cycles will be measured based on student data within and following the cycle -Peer observations are regularly cycled with a connection to the PLC process -An improved data literacy of teaching staff will be evident through data discussions within PLCs, planning meetings and moderation days, documented within minutes 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Team leaders and Leading Teachers will be coached and supported to lead effective PLCs focused on student data	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Data mapping of all students	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Coaching allocation and consultant allocation with a clear focus from P-6	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Learning Specialist(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Peer Observations anchored to PLC cycle	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <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
Professional learning to support PLC facilitation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leading Teachers will be allocated to a 0.2 teaching component of their role to enable connectedness to PLCs and instructional practice	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$65,000.00	\$65,000.00
Additional Equity funding	\$40,000.00	\$40,000.00
Grand Total	\$105,000.00	\$105,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Align the Professional Learning and events schedule with whole school PLC focus	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Leading Teachers will be allocated to a 0.2 teaching component of their role to enable connectedness to PLCs and instructional practice	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00
Coaching allocation and consultant allocation with a clear focus from P-6	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$50,000.00	\$50,000.00
Totals			\$65,000.00	\$65,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Levelled Literacy Intervention Program and Numeracy Intervention Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$40,000.00	\$40,000.00
Totals			\$40,000.00	\$40,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Align the Professional Learning and events schedule with whole school PLC focus	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Terri Campbell and Mardi Gorman	<input checked="" type="checkbox"/> On-site
PLC process will be documented and monitored	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Team leaders and Leading Teachers will be coached and supported to lead effective PLCs focused on student data	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Data mapping of all students	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Team leaders and Leading Teachers will be coached and supported to lead effective PLCs focused on student data	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Data mapping of all students	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site