

2019 Annual Implementation Plan

for improving student outcomes

Saltwater P-9 College (8303)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	Saltwater P-9 College is a new school opening in 2019.
Considerations for 2019	Saltwater P-9 College is a new school opening in 2019.
Documents that support this plan	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>To improve student achievement at each year level across the school in Literacy, Numeracy, and all other discipline areas through a rigorous Inquiry approach.</p> <p>To build teacher capacity in the delivery of a personalised and differentiated learning model that caters to the individual needs of all students.</p> <p>To promote deep learning that challenges students to construct and apply new knowledge through the implementation of evidence based strategies to drive professional practice improvement. (High Impact Teaching Strategies)</p>
<p>Target 1.1</p>	<p>By the end of 2020, to increase the number of students in the top two NAPLAN bands in Reading, Writing and Numeracy in Years 3 and 5.</p> <p>By the end of 2020, to decrease the number of students in the bottom two NAPLAN bands in Reading, Writing and Numeracy in Years 3 and 5.</p> <p>By the end of 2022, to increase the number of students with high or medium relative growth from Year 3 to Year 5 in Reading, Writing and Numeracy.</p> <p>By the end of 2019, 80% of students will receive an A or B rating – Victorian Curriculum, Foundation – Year 6 in Literacy, Numeracy and other curriculum areas.</p> <p>By the end of 2020, the Staff Opinion Survey; Professional Learning component score results to be above the State Mean in all areas.</p> <p>By the end of 2020, the Staff Opinion Survey; Teacher Collaboration component score results to be above the State Mean for all Teachers.</p>
<p>Key Improvement Strategy 1.a Curriculum planning and assessment</p>	<p>To document and Implement a whole school approach to learning and teaching through building teacher practice and documents such as POI and Literacy & Numeracy scope and sequences.</p>
<p>Key Improvement Strategy 1.b</p>	<p>To build Professional Learning Teams across the school.</p>

Building leadership teams	
Key Improvement Strategy 1.c Curriculum planning and assessment	To develop and adopt agreed, whole school, consistent approaches to assessment, moderation, tracking and management of data and how data will inform planning.
Key Improvement Strategy 1.d Building practice excellence	To develop a learning and teaching framework that ensures consistent practices across the school, identifying and catering for all students, including those with specific needs. (High Impact Teaching Strategies and School Based Continua)
Goal 2	To improve students' confidence and engagement in their learning. To provide a stimulating learning environment that encourages higher levels of student cognitive engagement, independence, deep thinking and self-directed inquiry.
Target 2.1	<p>By the end of 2020, to improve teaching and learning variables from the Student Attitudes to School Survey to be at or above 75% positive responses.</p> <p>By the end of 2020, 100% of teachers to demonstrate high level of teacher engagement in the Staff Opinion Survey modules, particularly collective efficacy and collective responsibility, collective focus on learning, school climate, teaching and learning and professional development of school staff.</p> <p>By the end of 2020, 100% of students using continua to set individual goals.</p> <p>By the end of 2020, 100% of Year 4-6 students responding above state and region means in Student Attitudes to School Survey in the area of Teaching and Learning: stimulating learning, learning confidence, student motivation and teacher effectiveness.</p> <p>By the end of 2019, 100% of students (including students with additional needs) to transition between year levels with a suite of data to support effective handover.</p>
Key Improvement Strategy 2.a	To effectively manage transitions from Kindergarten to Prep, Year Level to Year Level & Primary School to Secondary School, including a whole school transition and handover process for students with additional needs.

Empowering students and building school pride	
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	All students to engage in respectful relationships and interactions with all members of the school community.
Key Improvement Strategy 2.c Curriculum planning and assessment	All teaching staff to attend professional development for student goal setting and curriculum development. To enhance the personalised approach to student learning throughout the school with a particular focus on Literacy and Numeracy. To enhance teacher capacity to deliver a differentiated curriculum.
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	All staff to have a clear understanding of the Inquiry approach and implement it effectively
Goal 3	To develop a whole school framework to enhance wellbeing, ensuring a supportive learning community which nurtures the social, emotional and physical development of all students. To improve the students' sense of safety in their local school community. To build student capacity to become more resilient, self-reflective learners and productive locally and globally-minded citizens.
Target 3.1	By the end of 2020, to improve student wellbeing and relationships variables from the Student Attitude to School Survey, in particular student safety, connectedness to peers and student distress, to be at or above 75% positive responses. By the end of 2020, no less than 90% of students to be absent for a maximum of 5 days throughout the year, as indicated in Absence rates data. By the end of 2020, 100% of students arriving to the classroom on time. By the end of 2020, to improve data from the Parent Opinion Surveys, particularly in student engagement and student behaviour, to be at or above 75% positive responses.

Key Improvement Strategy 3.a Health and wellbeing	To develop a safe and orderly environment, including the use of restorative practice.
Key Improvement Strategy 3.b Health and wellbeing	To develop and implement a whole school Cyber Safety Strategy.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	To develop and implement staff and classroom essential agreements for consistency.
Key Improvement Strategy 3.d Setting expectations and promoting inclusion	To develop Individual Learning Plans for students with additional needs.
Key Improvement Strategy 3.e Health and wellbeing	To develop, document and implement a whole school approach to Student Wellbeing.
Goal 4	To build a purposeful Professional Learning Community.
Target 4.1	<p>By the end of 2020, the Parent Opinion Survey to reflect parent input being above the 50th percentile (4th quartile).</p> <p>By the end of 2020, Staff Opinion Survey to show collective efficacy and collective responsibility above 90%.</p> <p>By the end of 2020, School Climate summary to show all areas above the state mean in the Staff Opinion Survey.</p>
Key Improvement Strategy 4.a Building leadership teams	To build the leadership team (guiding coalition) to lead improvement across the school.

Key Improvement Strategy 4.b Parents and carers as partners	To build the home/school partnership.
Key Improvement Strategy 4.c Strategic resource management	Targeted use and allocation of school resources according to DET and school priorities, and evaluation of their effect using a transparent and accountable annual budgeting process.

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 student achievement at each year level across the school in Literacy, Numeracy, and all other discipline areas through a rigorous Inquiry approach.</p> <p>To build teacher capacity in the delivery of a personalised and differentiated learning model that caters to the individual needs of all students.</p> <p>To promote deep learning that challenges students to construct and apply new knowledge through the implementation of evidence based strategies to drive professional practice improvement. (High Impact Teaching Strategies)</p>	Yes	<p>By the end of 2020, to increase the number of students in the top two NAPLAN bands in Reading, Writing and Numeracy in Years 3 and 5.</p> <p>By the end of 2020, to decrease the number of students in the bottom two NAPLAN bands in Reading, Writing and Numeracy in Years 3 and 5.</p> <p>By the end of 2022, to increase the number of students with high or medium relative growth from Year 3 to Year 5 in Reading, Writing and Numeracy.</p> <p>By the end of 2019, 80% of students will receive an A or B rating – Victorian Curriculum, Foundation – Year 6 in Literacy, Numeracy and other curriculum areas.</p> <p>By the end of 2020, the Staff Opinion Survey; Professional Learning component score results to be above the State Mean in all areas.</p> <p>By the end of 2020, the Staff Opinion Survey; Teacher Collaboration component score results to be above the State Mean for all Teachers.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2019, 80% of students will receive an A or B rating – Victorian Curriculum, Foundation – Year 6 in Literacy, Numeracy and other curriculum areas.</p>

<p>To improve students' confidence and engagement in their learning. To provide a stimulating learning environment that encourages higher levels of student cognitive engagement, independence, deep thinking and self-directed inquiry.</p>	<p>Yes</p>	<p>By the end of 2020, to improve teaching and learning variables from the Student Attitudes to School Survey to be at or above 75% positive responses.</p> <p>By the end of 2020, 100% of teachers to demonstrate high level of teacher engagement in the Staff Opinion Survey modules, particularly collective efficacy and collective responsibility, collective focus on learning, school climate, teaching and learning and professional development of school staff.</p> <p>By the end of 2020, 100% of students using continua to set individual goals.</p> <p>By the end of 2020, 100% of Year 4-6 students responding above state and region means in Student Attitudes to School Survey in the area of Teaching and Learning: stimulating learning, learning confidence, student motivation and teacher effectiveness.</p> <p>By the end of 2019, 100% of students (including students with additional needs) to transition between year levels with a suite of data to support effective handover.</p>	<p>By the end of 2019, 100% of students (including students with additional needs) to transition between year levels with a suite of data to support effective handover.</p>
<p>To develop a whole school framework to enhance wellbeing, ensuring a supportive learning community which nurtures the social, emotional and physical development of all students. To improve the students' sense of safety in their local school community.</p>	<p>Yes</p>	<p>By the end of 2020, to improve student wellbeing and relationships variables from the Student Attitude to School Survey, in particular student safety, connectedness to peers and student distress, to be at or above 75% positive responses.</p> <p>By the end of 2020, no less than 90% of students to be absent for a maximum of 5 days throughout the year, as indicated in Absence rates data.</p>	<p>Documented Student Wellbeing policy which will be available to parents via the school's website and part of the enrolment pack.</p>

<p>To build student capacity to become more resilient, self-reflective learners and productive locally and globally-minded citizens.</p>		<p>By the end of 2020, 100% of students arriving to the classroom on time.</p> <p>By the end of 2020, to improve data from the Parent Opinion Surveys, particularly in student engagement and student behaviour, to be at or above 75% positive responses.</p>	
<p>To build a purposeful Professional Learning Community.</p>	<p>Yes</p>	<p>By the end of 2020, the Parent Opinion Survey to reflect parent input being above the 50th percentile (4th quartile).</p> <p>By the end of 2020, Staff Opinion Survey to show collective efficacy and collective responsibility above 90%.</p> <p>By the end of 2020, School Climate summary to show all areas above the state mean in the Staff Opinion Survey.</p>	<p>All meeting minutes document items and decisions made with a focus on student learning outcomes and student wellbeing and engagement.</p>

<p>Goal 1</p>	<p>To improve student achievement at each year level across the school in Literacy, Numeracy, and all other discipline areas through a rigorous Inquiry approach.</p> <p>To build teacher capacity in the delivery of a personalised and differentiated learning model that caters to the individual needs of all students.</p> <p>To promote deep learning that challenges students to construct and apply new knowledge through the implementation of evidence based strategies to drive professional practice improvement. (High Impact Teaching Strategies)</p>
<p>12 Month Target 1.1</p>	<p>By the end of 2019, 80% of students will receive an A or B rating – Victorian Curriculum, Foundation – Year 6 in Literacy, Numeracy and other curriculum areas.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	To document and Implement a whole school approach to learning and teaching through building teacher practice and documents such as POI and Literacy & Numeracy scope and sequences.	Yes
KIS 2 Building leadership teams	To build Professional Learning Teams across the school.	Yes
KIS 3 Curriculum planning and assessment	To develop and adopt agreed, whole school, consistent approaches to assessment, moderation, tracking and management of data and how data will inform planning.	Yes
KIS 4 Building practice excellence	To develop a learning and teaching framework that ensures consistent practices across the school, identifying and catering for all students, including those with specific needs. (High Impact Teaching Strategies and School Based Continua)	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.	<p>The student achievement focus for the next four years will be building upon current good practice by refining, implementing and embedding a whole school approach to teaching and learning and curriculum development. We will strive for excellence in teaching and learning in all areas of the school.</p> <p>The priority will to focus on documenting the culture, creating binding agreements related to pedagogical practices in order to improve consistency in planning and practice while promoting community engagement. Literacy, Numeracy and Inquiry Based Learning will be documented to support whole school implementation of programs. Building data and digital literacy will underpin this work. While building on growth, we will develop leadership within the school in a positive learning environment.</p>	
Goal 2	<p>To improve students' confidence and engagement in their learning.</p> <p>To provide a stimulating learning environment that encourages higher levels of student cognitive engagement, independence, deep thinking and self-directed inquiry.</p>	
12 Month Target 2.1	By the end of 2019, 100% of students (including students with additional needs) to transition between year levels with a suite of data to support effective handover.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Empowering students and building school pride	To effectively manage transitions from Kindergarten to Prep, Year Level to Year Level & Primary School to Secondary School, including a whole school transition and handover process for students with additional needs.	Yes
KIS 2 Setting expectations and promoting inclusion	All students to engage in respectful relationships and interactions with all members of the school community.	Yes
KIS 3 Curriculum planning and assessment	All teaching staff to attend professional development for student goal setting and curriculum development. To enhance the personalised approach to student learning throughout the school with a particular focus on Literacy and Numeracy. To enhance teacher capacity to deliver a differentiated curriculum.	Yes
KIS 4 Evidence-based high-impact teaching strategies	All staff to have a clear understanding of the Inquiry approach and implement it effectively	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.	Saltwater P-9 College's values will be at the centre of all the work within the School Learning Community, ensuring a safe, orderly and inclusive environment for all students. The school's values will be underpinned by the Department of Education's philosophy: 'We support students to reach their potential, regardless of their background, postcode or circumstance, and to develop the knowledge, skills and attributes they need to participate and thrive in a complex economy and society'. The Community at Saltwater P-9 College will live by this set of values, where an understanding and respect of all cultures and beliefs will be an essential characteristic of productive and compassionate citizens of the third millennium.	
Goal 3	To develop a whole school framework to enhance wellbeing, ensuring a supportive learning community which nurtures the social, emotional and physical development of all students. To improve the students' sense of safety in their local school community. To build student capacity to become more resilient, self-reflective learners and productive locally and globally-minded citizens.	
12 Month Target 3.1	Documented Student Wellbeing policy which will be available to parents via the school's website and part of the enrolment pack.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	To develop a safe and orderly environment, including the use of restorative practice.	Yes
KIS 2 Health and wellbeing	To develop and implement a whole school Cyber Safety Strategy.	Yes
KIS 3 Setting expectations and promoting inclusion	To develop and implement staff and classroom essential agreements for consistency.	Yes
KIS 4 Setting expectations and promoting inclusion	To develop Individual Learning Plans for students with additional needs.	Yes
KIS 5 Health and wellbeing	To develop, document and implement a whole school approach to Student Wellbeing.	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.	The school will demonstrate a strong belief in and commitment to providing a safe, secure and enriched learning environment for its students with a clear focus on catering for a diverse range of students at their point of need.	
Goal 4	To build a purposeful Professional Learning Community.	
12 Month Target 4.1	All meeting minutes document items and decisions made with a focus on student learning outcomes and student wellbeing and engagement.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building leadership teams	To build the leadership team (guiding coalition) to lead improvement across the school.	Yes
KIS 2 Parents and carers as partners	To build the home/school partnership.	Yes
KIS 3 Strategic resource management	Targeted use and allocation of school resources according to DET and school priorities, and evaluation of their effect using a transparent and accountable annual budgeting process.	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.	Saltwater P-9 College will operate as a Professional Learning Community, ensuring a focus on continuous improvement using data and evidence.	

Define Actions, Outcomes and Activities

Goal 1	To improve student achievement at each year level across the school in Literacy, Numeracy, and all other discipline areas through a rigorous Inquiry approach. To build teacher capacity in the delivery of a personalised and differentiated learning model that caters to the individual needs of all students. To promote deep learning that challenges students to construct and apply new knowledge through the implementation of evidence based strategies to drive professional practice improvement. (High Impact Teaching Strategies)			
12 Month Target 1.1	By the end of 2019, 80% of students will receive an A or B rating – Victorian Curriculum, Foundation – Year 6 in Literacy, Numeracy and other curriculum areas.			
KIS 1 Curriculum planning and assessment	To document and Implement a whole school approach to learning and teaching through building teacher practice and documents such as POI and Literacy & Numeracy scope and sequences.			
Actions	Build Teacher understanding and capacity in implementing DET's Literacy and Numeracy Strategy. Build and implement Literacy and Numeracy Scope and Sequences. Build and implement a Concept Driven Programme of Inquiry.			
Outcomes	Teachers: - understand their planning needs to related to the Scope and Sequences and Learning Continua. - understand how to integrate learning areas through transdisciplinary themes. Students develop skills in self direction and monitor their learning through the use of Scope and Sequences and Learning Continua.			
Success Indicators	Teachers using the Scope and Sequences/Learning Continua in Literacy and Numeracy in their planning. Students beginning to use the Literacy and Numeracy Scope and Sequences/Continua to set personalised learning goals. Teachers using the Programme of Inquiry to teach specific subject areas within transdisciplinary themes. Provide professional Learning for all staff on Making the PYP Happen.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Unpack the Literacy and Numeracy Strategies through: • Curriculum Days	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<ul style="list-style-type: none"> • Learning Community meetings • Professional Learning Team Meetings • Breakfast Meetings (Optional) <p>Support Teachers in implementation through guidance on planning days and in planning meetings</p>			to: Term 4	<input type="checkbox"/> Equity funding will be used
<p>Create Scope and Sequences and share with staff as drafts through:</p> <ul style="list-style-type: none"> • Curriculum Days • Learning Community meetings • Collaborative Team Meetings • Breakfast Meetings (Optional) <p>Support Teachers in implementation through guidance on planning days and in planning meetings</p> <p>Seek feedback in the finalising of Scope and Sequences throughout the year.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Create Concept Driven Programme of Inquiry and share with staff as drafts through:</p> <ul style="list-style-type: none"> • Curriculum Days • Learning Community meetings • Collaborative Team Meetings • Breakfast Meetings (Optional) <p>Support Teachers in implementation through guidance on planning days and in planning meetings</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Plan a curriculum day, facilitated by external consultants on Making the PYP happen.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Building leadership teams	To build Professional Learning Teams across the school.			
Actions	Build the capacity of Professional Learning Teams with a student focus on using data to inform planning for learning and teaching, including students with specific needs.			
Outcomes	<p>Teachers:</p> <ul style="list-style-type: none"> - develop their understanding of PYP and use the Programme of Inquiry to teach specific subject areas within transdisciplinary themes. - understand the importance of creating, monitoring and evaluating shared agreements and holding themselves and others to account in regards to the norms of operation. 			
Success Indicators	Teachers collaborating and developing units of Inquiry, using the Inquiry template. Shared agreements have been documented.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Create structures for the school to operate as a PLC – Meeting Schedule, Specialist Timetable, Collaborative Team Meetings, Professional Learning Plan.	<input checked="" type="checkbox"/> Assistant Principal <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
Establish norms for collaboration and support teachers in defining what collaboration looks like at Saltwater P-9 College.	<input checked="" type="checkbox"/> Assistant Principal <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
KIS 3 Curriculum planning and assessment	To develop and adopt agreed, whole school, consistent approaches to assessment, moderation, tracking and management of data and how data will inform planning.			
Actions	Ensure a whole school consistent approach to assessment, moderation and understanding of the diagnostic use of those assessments. ???			

Outcomes	Teachers develop their data literacy and understanding of the importance of using data to inform planning, learning and reflect on teacher practice. Whole school community understanding of authentic assessment practices and the use of SchoolBox to record continuous and semester reporting of growth and outcomes.			
Success Indicators	Staff planning documents reflect use of data to inform teaching and demonstrate understanding of all students needs including those with specific needs. ? Authentic assessment practices in place and understood by staff, parents and students. ? SchoolBox used as the platform to provide continuous reporting to parents.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Create Assessment Schedule and unpack with staff.	<input checked="" type="checkbox"/> Assistant Principal <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
Develop staff understanding of an assessment cycle, using pre assessment data and ongoing formative assessment to gauge student learning and establish differentiated learning paths for students.	<input checked="" type="checkbox"/> Assistant Principal <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
Establish Assessment guidelines for creating, administering and marking assessments consistently across cohorts.	<input checked="" type="checkbox"/> Assistant Principal <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
Support staff in administering assessments through modelling, coaching and peer observations.	<input checked="" type="checkbox"/> Assistant Principal <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

Develop staff capacity to implement authentic formative assessment practices and report student growth via continuous reporting to parents.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Building practice excellence	To develop a learning and teaching framework that ensures consistent practices across the school, identifying and catering for all students, including those with specific needs. (High Impact Teaching Strategies and School Based Continua)			
Actions	Develop a whole school instructional model that is understood, and build a whole school belief of what is effective teaching and learning. ? Develop a whole school Professional Learning Plan to ensure opportunities are provided to build whole school and individual capacity. ? Build teacher capacity through focused learning walks, observation, feedback, reflection and action research at the classroom level. ? Engage with research based strategies that create the environment for learning and help students develop understanding. (High Impact Teaching Strategies). Induction program for all new and graduate teachers.			
Outcomes	Teachers: - understand the research, evidence and impact of using the High Impact Teaching Strategies. - have a clear understanding of school goals and priorities. - understand the research, evidence and impact of walkthroughs and how to link these to their individual practice goals. - understand the importance of consistency through the implementation of a Guaranteed and Viable Curriculum.			
Success Indicators	Staff planning documents reflect the use of High Impact Teaching Strategies. Whole school and individual performance and development plans align with school goals and priorities reflecting growth in capacity. ? All staff have completed at least 8 Walkthroughs in PLTs to gather data and inform teacher practice goals. Agreed understandings of whole school approaches to planning, teaching and learning have been explicitly stated, demonstrated and documented. ? Induction Program documented, feedback sought and refinements made.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Unpack the HITS with staff</p> <p>Support staff in implementing the HITS through modelling, coaching, peer observations, instructional rounds and walk throughs.</p>	<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
<p>Unpack the Professional Learning Plan with staff making direct links between professional learning opportunities and AIP KIS.</p> <p>Establish school structures to support the implementation of the Professional Learning Plan – Meeting Schedule, Curriculum Days, Professional Planning Day opportunities.</p> <p>Establish the PDP Cycle, linking goals with AIP (VIT registration projects for graduate staff).</p>	<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
<p>Support staff in professional development through modelling, coaching, peer observations, instructional rounds and walk throughs.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Establish structures to support teacher reflection on best practice and support teachers in building capacity through modelling, coaching, peer observations, instructional rounds and walk throughs.</p>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>New and graduate staff undertake in an induction program that covers:</p> <ul style="list-style-type: none"> • Literacy and Numeracy Strategy • Literacy and Numeracy Scope and Sequence • IB training • The structures of a PLC • Assessment Schedule 	<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

<ul style="list-style-type: none"> Professional Learning Plan and PDP All school policies Student Learning Management System 				
Goal 2	To improve students' confidence and engagement in their learning. To provide a stimulating learning environment that encourages higher levels of student cognitive engagement, independence, deep thinking and self-directed inquiry.			
12 Month Target 2.1	By the end of 2019, 100% of students (including students with additional needs) to transition between year levels with a suite of data to support effective handover.			
KIS 1 Empowering students and building school pride	To effectively manage transitions from Kindergarten to Prep, Year Level to Year Level & Primary School to Secondary School, including a whole school transition and handover process for students with additional needs.			
Actions	Establish 'Getting to Know You' interviews with parents and students at the beginning of the Year. Develop shared beliefs and understandings concerning the students' suite of data and handover procedures during transition periods. Develop a transition program from Year 6 to Year 7 as well as and induction program for students entering at different times of the academic school year.			
Outcomes	Teachers and families create strong lines of communication and develop the understanding that student learning outcomes are enhanced when there is a strong school/home partnership.			
Success Indicators	Families are involved in student goal setting and home/school partnership established.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
"Getting to Know You" interviews structured early in Term 1, with clear process for collecting information and setting goals – mind mapping tool.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2	All students to engage in respectful relationships and interactions with all members of the school community.			

Setting expectations and promoting inclusion				
Actions	<p>Develop a Student Engagement Policy.</p> <p>Develop an e-Learning strategy informed by a clear philosophy.</p> <p>Build student leadership opportunities to empower student voice and agency.</p> <p>Maximise the use of the Positive Partnerships matrix for students with additional needs, SSGs, and staff induction and handover.</p> <p>SchoolBox to be used as a student learning management tool and parent communication tool.</p> <p>Establish a rich and rigorous Performing Arts Program to assist in the development of the whole child to promote imagination, communication, creativity, social development, original thinking confidence, motivation and physical and emotional wellbeing.</p>			
Outcomes	<p>Staff and students:</p> <ul style="list-style-type: none"> - have a clear understanding of student leadership, voice and agency and how to incorporate this into everyday practice. - understand the importance of adhering to the student engagement policy, the whole school wellbeing program and the eLearning strategy. - understand the value of and support the performing arts program. 			
Success Indicators	<p>Whole school Student Engagement Policy completed, documented and uploaded onto the school website.</p> <p>Whole school e-Learning document completed.</p> <p>All PLT's have an agreed philosophy about the use of ICT and digital learning.</p> <p>Opportunities for student voice are evident through student involvement in running of assemblies, presentations, committees and student led forums.</p> <p>Positive Partnership Matrix used during SSG meetings and shared during staff induction and handover.</p> <p>100% of staff trained in the use of SchoolBox as a student management tool as well as a parent communication tool.</p> <p>All students participating in a 13 week rotation of Dance, Drama and Music.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Leadership draft Student Engagement Policy</p> <p>Policy shared with staff for input and amendments</p> <p>Policy ratified by school council through education sub committee</p> <p>Policy shared with whole school community via website and SchoolBox</p> <p>Leadership draft e-Learning Strategy</p> <p>Strategy shared with staff for input and amendments</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>Strategy ratified by school council through education sub committee</p> <p>Strategy shared with whole school community via website and SchoolBox.</p> <p>Professional Development for staff on how to incorporate student voice and agency into daily classroom routines and reflecting on teacher practice.</p> <p>Explicit lessons for students on how to develop their leadership, voice and agency.</p> <p>Leadership opportunities established and structured:</p> <ul style="list-style-type: none"> • Captains • Mediators • Buddy Program <p>Positive Partnerships Matrix referenced during SSG meetings with parents, teachers, ES and Wellbeing Officer.</p> <p>Positive Partnership Matrix incorporated into students' suite of data and accessed during handover and transition sessions.</p> <p>Professional Development for all staff on using SchoolBox for:</p> <ul style="list-style-type: none"> • Daily Roll • Continuous reporting • Semester Reporting • Communicating with parents • Setting student goals and evidencing student achievement <p>Explicit lessons for students on the use of SchoolBox for collecting, reflecting and communicating learning growth.</p> <p>Parent workshops and 'how to guides' for navigating and accessing components of SchoolBox.</p> <p>Performing Arts Program established to meet all subject areas including: Drama, Dance, Music, as well as the following capabilities: Self-Awareness and Management, Social Awareness and management.</p> <p>Performing Arts Program timetabled throughout the year and linked to programme of inquiry.</p> <p>Performing Arts Program to include incursions and excursions to assist students in developing their understanding and application of the subject areas and capabilities.</p>				
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Specialists Performing Arts Teacher employed and overseen by a Program Director.					
KIS 3 Curriculum planning and assessment	All teaching staff to attend professional development for student goal setting and curriculum development. To enhance the personalised approach to student learning throughout the school with a particular focus on Literacy and Numeracy. To enhance teacher capacity to deliver a differentiated curriculum.				
Actions	Staff and students understand the use of continua and goal setting.				
Outcomes	Development of students as self directed learners who take ownership of their learning path. Teachers as facilitators of learning, differentiating through conferencing and student goal setting.				
Success Indicators	100% of students and staff using continua for goal setting to inform teaching and learning.				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
Professional Development for staff on how to use continua in the classroom for goal setting and differentiation. Explicit lessons for students on reading and using the continua to set individual goals and monitor their growth. Continua, student growth and achievement shared with parents via continuous reporting, student led conferences and semester reporting.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used	
KIS 4 Evidence-based high-impact teaching strategies	All staff to have a clear understanding of the Inquiry approach and implement it effectively				
Actions	Build and implement a Concept Driven Programme of Inquiry.				
Outcomes	Teachers: - develop their understanding of PYP and use the Programme of Inquiry to teach specific subject areas within transdisciplinary themes.				

	- understand the importance of creating, monitoring and evaluating shared agreements and holding themselves and others to account in regards to the norms of operation.			
Success Indicators	Teachers using the Programme of Inquiry to teach specific subject areas within transdisciplinary themes.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Create Concept Driven Programme of Inquiry and share with staff as drafts through: <ul style="list-style-type: none"> • Curriculum Days • Learning Community meetings • Collaborative Team Meetings • Breakfast Meetings (Optional) Support Teachers in implementation through guidance on planning days and in planning meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To develop a whole school framework to enhance wellbeing, ensuring a supportive learning community which nurtures the social, emotional and physical development of all students. To improve the students' sense of safety in their local school community. To build student capacity to become more resilient, self-reflective learners and productive locally and globally-minded citizens.			
12 Month Target 3.1	Documented Student Wellbeing policy which will be available to parents via the school's website and part of the enrolment pack.			
KIS 1 Health and wellbeing	To develop a safe and orderly environment, including the use of restorative practice.			
Actions	Whole school professional learning on Restorative Practices.			
Outcomes	Implementation of Restorative Practices.			
Success Indicators	All staff trained in Restorative Practices.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Plan a Learning Community meeting with an external consultant facilitating professional development for teachers in implemented Restorative Practices.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	To develop and implement a whole school Cyber Safety Strategy.			
Actions	Develop a holistic whole school Cyber Safety Strategy.			
Outcomes	Whole school commitment to safe and responsible online practices.			
Success Indicators	Cybersafety Strategy documented, implemented and shared with families via website.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leadership draft Cybersafety Strategy Strategy shared with staff for input and amendments Strategy ratified by school council through education sub committee Strategy shared with whole school community via website and SchoolBox	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Setting expectations and promoting inclusion	To develop and implement staff and classroom essential agreements for consistency.			
Actions	Develop Essential Agreements within PLTs and classrooms.			
Outcomes	Staff and students have a clear understanding of protocols for collaboration and adhere to these at all times.			
Success Indicators	Essential agreements are developed and implemented within each classroom. Individual Learning Plans developed for students with additional learning needs.			

Activities and Milestones		Who	Is this a PL Priority	When	Budget
Professional Development for teachers on establishing Essential Agreements with their class. Explicit lessons with students for developing Essential Agreements. Explicit ongoing lessons with students, reviewing and revising Essential Agreements.		<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
KIS 4 Setting expectations and promoting inclusion	To develop Individual Learning Plans for students with additional needs.				
Actions	Develop a Student Wellbeing Policy. Appoint a Student Wellbeing officer.				
Outcomes	Clear and consistent student Wellbeing and Engagement practices implemented across the school.				
Success Indicators	Documented Student Wellbeing policy which will be available to parents via the school's website and part of the enrolment pack. Student Wellbeing Officer appointed.				
Activities and Milestones		Who	Is this a PL Priority	When	Budget
Leadership draft Student Wellbeing Policy Policy shared with staff for input and amendments Policy ratified by school council through education sub committee Policy shared with whole school community via website and SchoolBox Work through DET recruitment process to appoint a Student Wellbeing Officer.		<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 5 Health and wellbeing	To develop, document and implement a whole school approach to Student Wellbeing.				

Actions	Investigate supplementary programs to support students to develop resilience and social skills (FitKicks). Explore Safe Schools and Respectful Relationships program.			
Outcomes	Clear and consistent Student Wellbeing program implemented across the school.			
Success Indicators	Wellbeing programs introduced to support students and families in need. Safe Schools and Respectful Relationships embedded in Student Wellbeing Policy.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Supplementary programs, such as Fit Kicks, investigated and implemented, maintaining focus on the development of student social skills and resilience (links with Vic Curric capabilities) Safe Schools and Respectful Relationships Program investigated by leadership, and communicated with staff, making links to school vision, mission and values. Professional development for teachers in implemented Safe Schools and Respectful Relationships program.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 4	To build a purposeful Professional Learning Community.			
12 Month Target 4.1	All meeting minutes document items and decisions made with a focus on student learning outcomes and student wellbeing and engagement.			
KIS 1 Building leadership teams	To build the leadership team (guiding coalition) to lead improvement across the school.			
Actions	Develop shared understanding of effective leadership and build the capacity of the leadership team through engaging in appropriate professional learning. Provide opportunities for teachers and other staff input on all aspects of the Strategic and Annual Implementation Plan. School council, the Principal, the teachers and staff (the guiding coalition) are united, committed to, and explicit about their core objective – to improve learning outcomes for all students in the school. Build leadership capacity through Bastow Leadership workshops, Balanced Leadership Professional Development, and mentoring at Leadership meetings			

Outcomes	Clear alignment of all improvement foci demonstrated and articulated. Distributive leadership and capability building strategies in place.			
Success Indicators	Individual staff have been given the opportunity to develop and lead Professional Learning within the school, network and beyond. Professional Learning Plan linked to DET priorities. All meeting minutes document items and decisions made with a focus on student learning outcomes and student wellbeing and engagement. Teachers attend leadership workshops such as Bastow courses and Balanced Leadership in stages.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leadership meetings are structured around whole school improvement as well as leadership development. Meetings are planned, sequential and respond to the needs of the school. Staff feedback is sought as part of ongoing school structures and decision making processes. AIP shared with, reflected on and created by staff. All meetings (School Council, Learning Community, Professional Learning Team, Leadership) are structured around whole school improvement, focusing on improving student learning outcomes, both academically as well as socially and emotionally. Meetings are planned, sequential and respond to the needs of the school. Team Leaders to attend Leadership Professional Development. Leadership meetings are structured around whole school improvement as well as leadership development. Meetings are planned, sequential and respond to the needs of the school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Parents and carers as partners	To build the home/school partnership.			
Actions	Maintain open and effective lines of communication with staff and the greater school community. Communicate the new Strategic Plan and share the Mission, Vision and Values of Saltwater P-9 College with the community.			

	Celebrate achievements with the school community. Investigate partnerships with community and neighbouring schools.			
Outcomes	A clear understanding that student learning outcomes are improved when there is a strong home/school partnership.			
Success Indicators	Appropriate level of resources provided for PLTs. School Strategic Plan, Mission, Vision and Values documented in newsletters, the school website, and visible around the school. Achievements celebrated in assemblies and published in newsletters and on the school website. Participation in community-based events			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Community feedback is sought as part of ongoing school structures and decision making processes.</p> <p>Professional Development for all staff on using SchoolBox for:</p> <ul style="list-style-type: none"> • Daily Roll • Continuous reporting • Semester Reporting • Communicating with parents • Setting student goals and evidencing student achievement <p>Explicit lessons for students on the use of SchoolBox for collecting, reflecting and communicating learning growth.</p> <p>Parent workshops and 'how to guides' for navigating and accessing components of SchoolBox.</p> <p>Mission, Vision and Values shared with school community via parent information sessions and forums as well as documented in newsletters, parent booklets and shared on the school website and in SchoolBox.</p> <p>SSP, AIP and Annual Report to the School Community shared and ratified in School Council Meetings.</p> <p>Develop a process of celebration to highlight achievements in:</p> <ul style="list-style-type: none"> • Academic growth • Social/emotional growth • Student leadership • Demonstration of school values <p>Through PLT, PDP, Learning Community meetings, and Staff</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>Social Events, celebrate the impact of teacher effective teacher practice and teacher growth. Liaise with local community groups regarding partnerships with Saltwater P-9 College (PCC All Stars) Liaise with local schools via network meetings. Liaise with local schools via transition process (K-P)</p>				
<p>KIS 3 Strategic resource management</p>	<p>Targeted use and allocation of school resources according to DET and school priorities, and evaluation of their effect using a transparent and accountable annual budgeting process.</p>			
<p>Actions</p>	<p>Develop whole school professional learning plan linked to the school improvement model and Strategic Plan. Ensure Resourcing of PLTs. (Time, personnel and support)</p>			
<p>Outcomes</p>	<p>Clear alignment of all improvement foci demonstrated and articulated.</p>			
<p>Success Indicators</p>	<p>Guiding coalition to lead school improvement established. PLT time and support documented in timetables and term overviews.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Unpack the Professional Learning Plan with staff making direct links between professional learning opportunities and AIP KIS. Establish school structures to support the implementation of the Professional Learning Plan – Meeting Schedule, Curriculum Days, Professional Planning Day opportunities. Establish the PDP Cycle, linking goals with AIP (VIT registration projects for graduate staff). Support staff in professional development through modelling, coaching, peer observations, instructional rounds and walk throughs. Create structures for the school to operate as a PLC – Meeting Schedule, Specialist Timetable, Collaborative Team Meetings, Professional Learning Plan. Establish norms for collaboration and support teachers in defining what collaboration looks like at Saltwater P-9 College.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$0.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Unpack the Literacy and Numeracy Strategies through:</p> <ul style="list-style-type: none"> Curriculum Days Learning Community meetings Professional Learning Team Meetings Breakfast Meetings (Optional) <p>Support Teachers in implementation through guidance on planning days and in planning meetings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Create Scope and Sequences and share with staff as drafts through:</p> <ul style="list-style-type: none"> Curriculum Days Learning Community meetings Collaborative Team Meetings Breakfast Meetings (Optional) <p>Support Teachers in implementation through guidance on planning days and in planning meetings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Seek feedback in the finalising of Scope and Sequences throughout the year.						
<p>Create Concept Driven Programme of Inquiry and share with staff as drafts through:</p> <ul style="list-style-type: none"> • Curriculum Days • Learning Community meetings • Collaborative Team Meetings • Breakfast Meetings (Optional) <p>Support Teachers in implementation through guidance on planning days and in planning meetings</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<p>from: Term 1 to: Term 4</p>	<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"/> Whole School Pupil Free Day <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Plan a curriculum day, facilitated by external consultants on Making the PYP happen.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<p>from: Term 2 to: Term 2</p>	<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"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Making the PYP happen	<input checked="" type="checkbox"/> On-site
<p>Unpack the HITS with staff</p> <p>Support staff in implementing the HITS through modelling, coaching, peer observations, instructional rounds and walk</p>	<input checked="" type="checkbox"/> Assistant Principal	<p>from: Term 1 to: Term 4</p>	<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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

throughs.						
<p>Unpack the Professional Learning Plan with staff making direct links between professional learning opportunities and AIP KIS.</p> <p>Establish school structures to support the implementation of the Professional Learning Plan – Meeting Schedule, Curriculum Days, Professional Planning Day opportunities.</p> <p>Establish the PDP Cycle, linking goals with AIP (VIT registration projects for graduate staff).</p>	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Support staff in professional development through modelling, coaching, peer observations, instructional rounds and walk throughs.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>New and graduate staff undertake in an induction program that covers:</p> <ul style="list-style-type: none"> Literacy and Numeracy Strategy 	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> • Literacy and Numeracy Scope and Sequence • IB training • The structures of a PLC • Assessment Schedule • Professional Learning Plan and PDP • All school policies • Student Learning Management System 				<input checked="" type="checkbox"/> Timetabled Planning Day		
<p>Leadership draft Student Engagement Policy Policy shared with staff for input and amendments Policy ratified by school council through education sub committee Policy shared with whole school community via website and SchoolBox Leadership draft e-Learning Strategy Strategy shared with staff for input and amendments Strategy ratified by school council through education sub committee Strategy shared with whole school community via website and SchoolBox. Professional Development for staff on how to incorporate student voice and agency into</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>daily classroom routines and reflecting on teacher practice. Explicit lessons for students on how to develop their leadership, voice and agency. Leadership opportunities established and structured:</p> <ul style="list-style-type: none"> • Captains • Mediators • Buddy Program <p>Positive Partnerships Matrix referenced during SSG meetings with parents, teachers, ES and Wellbeing Officer.</p> <p>Positive Partnership Matrix incorporated into students' suite of data and accessed during handover and transition sessions.</p> <p>Professional Development for all staff on using SchoolBox for:</p> <ul style="list-style-type: none"> • Daily Roll • Continuous reporting • Semester Reporting • Communicating with parents • Setting student goals and evidencing student achievement <p>Explicit lessons for students on the use of SchoolBox for collecting, reflecting and communicating learning growth.</p> <p>Parent workshops and 'how</p>						
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<p>to guides' for navigating and accessing components of SchoolBox.</p> <p>Performing Arts Program established to meet all subject areas including: Drama, Dance, Music, as well as the following capabilities: Self-Awareness and Management, Social Awareness and management.</p> <p>Performing Arts Program timetabled throughout the year and linked to programme of inquiry.</p> <p>Performing Arts Program to include incursions and excursions to assist students in developing their understanding and application of the subject areas and capabilities.</p> <p>Specialists Performing Arts Teacher employed and overseen by a Program Director.</p>						
<p>Professional Development for staff on how to use continua in the classroom for goal setting and differentiation. Explicit lessons for students on reading and using the continua to set individual goals and monitor their growth.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Continua, student growth and achievement shared with parents via continuous reporting, student led conferences and semester reporting.						
<p>Create Concept Driven Programme of Inquiry and share with staff as drafts through:</p> <ul style="list-style-type: none"> • Curriculum Days • Learning Community meetings • Collaborative Team Meetings • Breakfast Meetings (Optional) <p>Support Teachers in implementation through guidance on planning days and in planning meetings</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Plan a Learning Community meeting with an external consultant facilitating professional development for teachers in implemented Restorative Practices.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Leadership draft Cybersafety Strategy Strategy shared with staff for input and amendments Strategy ratified by school council through education sub committee	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Strategy shared with whole school community via website and SchoolBox						
Leadership draft Student Wellbeing Policy Policy shared with staff for input and amendments Policy ratified by school council through education sub committee Policy shared with whole school community via website and SchoolBox Work through DET recruitment process to appoint a Student Wellbeing Officer.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Leadership meetings are structured around whole school improvement as well as leadership development. Meetings are planned, sequential and respond to the needs of the school. Staff feedback is sought as part of ongoing school structures and decision making processes. AIP shared with, reflected on and created by staff. All meetings (School Council, Learning Community, Professional Learning Team, Leadership) are structured around whole school	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>improvement, focusing on improving student learning outcomes, both academically as well as socially and emotionally. Meetings are planned, sequential and respond to the needs of the school.</p> <p>Team Leaders to attend Leadership Professional Development.</p> <p>Leadership meetings are structured around whole school improvement as well as leadership development.</p> <p>Meetings are planned, sequential and respond to the needs of the school.</p>						
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