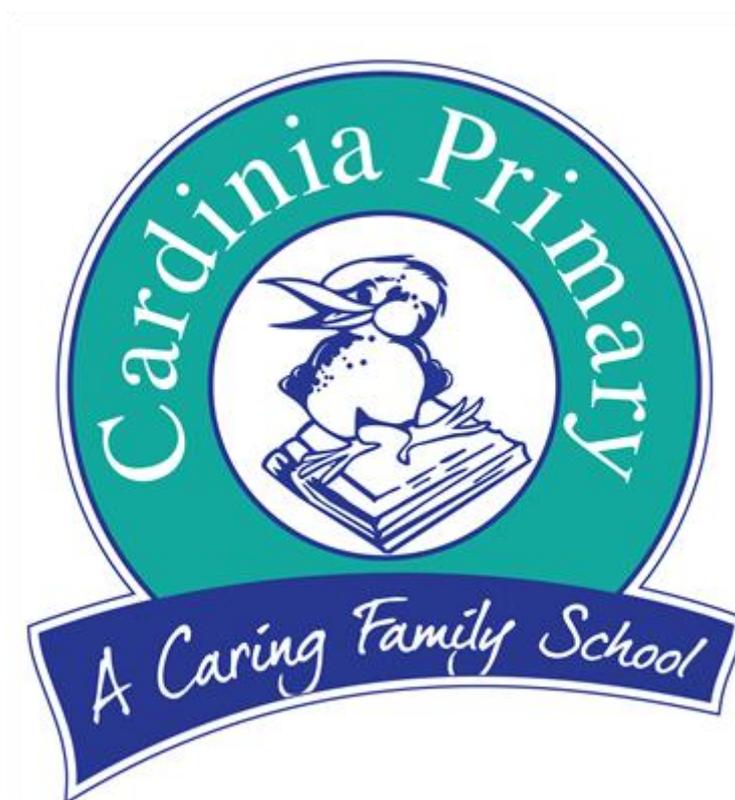


2019 Annual Implementation Plan

for improving student outcomes

Cardinia Primary School (3689)



Submitted for review by Susan Wepster (School Principal) on 14 March, 2019 at 03:39 PM
Endorsed by Mark Anderson (Senior Education Improvement Leader) on 01 April, 2019 at 04:50 PM
Endorsed by Sarah Moore (School Council President) on 02 April, 2019 at 03:39 PM

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

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

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

Enter your reflective comments	<p>The self-evaluation process allowed the staff at the school to carefully examine the school from every angle. The School Improvement Team (SIT) spent many hours analysing and reflecting on the school as a whole, and on each part thereof. The team did not get any surprises when the review took place. We were able to approach the review with the understanding that, while we knew some areas were going well (for example, A Positive Climate for Learning, and Community Engagement in Learning) we were also aware that in some areas we were emerging, moving towards evolving. We were able to identify that we required further work across the school in curriculum planning and in teaching and learning. The review process then enabled us to carefully define those areas which we need to develop, and to design a strategic plan that will enable us to do so.</p>
Considerations for 2019	<p>We understand that the Strategic Plan is a 4 year plan. We must therefore prioritise the areas which we will develop during 2019. As a whole school team we have identified the area of reading as being a priority for 2019. We will take into consideration the findings of the review. We will develop the curriculum and planning documents necessary to create consistency in planning and implementation of reading instruction throughout the school. This will be supported by the development and implementation of an agreed instructional model. We will embed a PLT process which will enable all staff</p>

	to develop understandings of the curriculum, the teaching and learning and the role that assessment plays in these. We will implement peer observation and feedback during terms 3 and 4 so that we can refine our practices.
Documents that support this plan	

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student learning outcomes in Reading and Viewing	Yes	By the end of the review period the percentage of students in Year 3–5 assessed as medium to high growth for NAPLAN Reading will increase from 74 per cent to 80 per cent.	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. In 2019 Year 3–5 assessed as medium to high growth for NAPLAN Reading will increase from 74 % to 76 %.
		By the end of the review period the percentage of students in Year 3 assessed in the top two bands for NAPLAN Reading will increase from 42 per cent to 60 per cent.	In 2019 the percentage of students in Year 3 assessed in the top two bands for NAPLAN Reading will increase from 42 % to 46 %.
		By the end of the review period the percentage of students in Year 5 assessed in the top two bands for NAPLAN Reading will increase from 20 per cent to 40 per cent.	By the end of the review period the percentage of students in Year 5 assessed in the top two bands for NAPLAN Reading will increase from 20% to 25%.
To improve student learning outcomes in Numeracy	No	By the end of the review period the percentage of students in Year 3–5 assessed as medium to high growth for NAPLAN Numeracy will increase from 57 per cent to 75 per cent.	

		By the end of the review period the percentage of students in Year 3 assessed in the top two bands for NAPLAN Numeracy will increase from 35 per cent to 45 per cent.	
		By the end of the review period the percentage of students in Year 5 assessed in the top two bands for NAPLAN Numeracy will increase from 23 per cent to 40 per cent.	
Enhance student engagement in learning and their connectedness to school.	No	By the end of the review period the percentage positive endorsement for the Simulating learning factor in AToSS will increase from 59 per cent to 80 per cent.	
		By the end of the review period the percentage positive endorsement for the Learning confidence factor in AToSS will increase from 69 per cent to 80 per cent.	
		By the end of the review period the percentage positive endorsement for the Student voice and agency factor in AToSS will increase from 56 per cent to 80 per cent.	
		By the end of the review period the percentage positive endorsement for the Social Engagement variables in AToSS will increase to 80 per cent.	

		By the end of the review period the proportion of students with >20 days absent will reduce to below 20%.	

Goal 1	To improve student learning outcomes in Reading and Viewing		
12 Month Target 1.1	In 2019 Year 3–5 assessed as medium to high growth for NAPLAN Reading will increase from 74 % to 76 %.		
12 Month Target 1.2	In 2019 the percentage of students in Year 3 assessed in the top two bands for NAPLAN Reading will increase from 42 % to 46 %.		
12 Month Target 1.3	By the end of the review period the percentage of students in Year 5 assessed in the top two bands for NAPLAN Reading will increase from 20% to 25%.		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Instructional and shared leadership	Build Leadership capabilities to develop a culture of evidenced based high quality teaching and learning practices.		Yes
KIS 2 Curriculum planning and assessment	Develop and embed a guaranteed and viable curriculum for Reading and Viewing supported by an agreed instructional model.		Yes

KIS 3 Building practice excellence	Build teacher capacity to implement high quality teaching and learning and assessment practices for Reading and Viewing.	Yes
KIS 4 Curriculum planning and assessment	Establish a Professional Learning Team approach that promotes explicit systems for collaboration, classroom observation, modelling of effective practice and feedback.	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.	Review process indicated that we have not consistently implemented best practice teaching across the school in reading and viewing. NAPLAN results have begun to decline. To address these issues we need to focus on all 4 KIS. KIS 1, 3 and 5 will be ongoing throughout the Strategic Plan. KIS 2 will be developed and embedded by the end of 2019.	

Define Actions, Outcomes and Activities

Goal 1	To improve student learning outcomes in Reading and Viewing
12 Month Target 1.1	In 2019 Year 3–5 assessed as medium to high growth for NAPLAN Reading will increase from 74 % to 76 %.
12 Month Target 1.2	In 2019 the percentage of students in Year 3 assessed in the top two bands for NAPLAN Reading will increase from 42 % to 46 %.
12 Month Target 1.3	By the end of the review period the percentage of students in Year 5 assessed in the top two bands for NAPLAN Reading will increase from 20% to 25%.
KIS 1 Instructional and shared leadership	Build Leadership capabilities to develop a culture of evidenced based high quality teaching and learning practices.
Actions	<p>External Professional Learning:</p> <ul style="list-style-type: none"> - Middle Leaders - Professional Learning throughout the year as part of the SWAMP Middle Leaders Program - PLT Leaders and school leaders attend Colin Sloper PD on cycles of learning - Literacy Leader attending Network Instructional Leadership PD - Primary Maths Specialists attending all PMSS days off site <p>Internal Professional Learning:</p> <ul style="list-style-type: none"> - Literacy Coordinator employed 26% Terms 1&2 - PLT Leaders weekly meeting with school leadership to build capability and confidence of leaders to facilitate professional discussions. Each meeting will be preceded by a school leaders meeting to determine direction and maintain consistency. - Middle Leaders will facilitate appropriate Professional Learning for staff, with support from school leadership.
Outcomes	<p>Middle Leaders will become more confident in delivering Professional Learning that encourages best practice. They will use the learnings from external and internal sources, each being responsible for the implementation across their PLTs.</p> <p>Teachers will experience shifts in mindset as they increase their learning and build understandings. Teachers will deliver consistent practices across the school. Students will develop knowledge of learning intentions and success criteria, and why these are important for their learning. Reading comprehension will increase across the school.</p>
Success Indicators	<ul style="list-style-type: none"> - Minutes of meetings reflecting evidence of development of deeper teacher thinking and discussion. - Minutes of PLT meetings will show evidence of the consistent use of learning cycles.

- The School Improvement Team (SIT) will review teacher lesson plans and reflections. Planning documents will show consistency of practice across the school, reflections will show an increase in students' ability to read and understand through discussion.
- Records of Learning Walks through classrooms will show that teachers are consistently implementing the Cardinia Primary School Instructional Model.
- Reading data (Benchmarking, Patrick Griffin and On Demand) will show students have made an average of one years growth in Reading.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>How to have professional discussions during meetings</p> <p>- The Principal, Assistant Principal and the Wellbeing Coordinator will each take on a mentor role for each PLT leader. They will meet fortnightly to plan direction and content of meetings. They will attend all PLTs.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Colin Sloper PD</p> <p>- Each PLT leader and facilitator (from the SIT) will attend this Professional Learning. This will ensure that we all have the same understandings and expectations of how we are developing our PLTs and ARCs (Action Research Cycles)</p>	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$120.00 <input type="checkbox"/> Equity funding will be used
<p>Literacy Leader employed and attending PD</p> <p>- Our Learning Specialist is employed to focus on Literacy throughout the school. She will attend the Network Professional Learning and ensure that the learnings from this and from previous Bastow courses drive the learnings at our school.</p>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,550.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Middle Leaders Program</p> <p>- In 2018 two teachers attended the Swamp Middle Leaders year-long training. These two teachers are now PLT leaders. In 2019 two more teachers are part of the program, one from each of the PLTs. The 2018 leaders will this year support the 2019 teachers to implement their project, to deepen all teachers' understandings of comprehension strategies.</p>	<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

<p>PMMS PD - Two teachers are in their second year of a 2-year Primary Maths and Science Specialist project. They are working to develop consistency of planning and implementation of Maths throughout the school.</p>	<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 Curriculum planning and assessment	Develop and embed a guaranteed and viable curriculum for Reading and Viewing supported by an agreed instructional model.			
Actions	Development of Reading and Viewing continuum with elaborations for teachers from Level D to level 7 from the Victorian Curriculum. Development of an agreed instructional model. Curriculum Policy will be developed.			
Outcomes	Staff will develop an understanding of the curriculum as a continuum from Foundation past Year 6. Comprehensive curriculum documents will be created and followed. An agreed instructional model will be developed and followed in reading.			
Success Indicators	When teachers are planning at school, members of leadership will see evidence of curriculum documents being referred to by teachers during planning sessions. When SIT members review planning documents it will be evident that teachers have carefully developed learning intentions and success criteria. In the planning documents we will see differentiated teaching points for each student at their point of need. On learning walks it this planning will be evident during teaching.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Creation of Reading and Viewing Continuum - This will be developed by the SIT, led by the Learning Specialist. Whole teaching staff meetings will be used to strategically work through the process to gain input and feedback from all teachers.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Creation of a Curriculum Policy - This will be developed by the SIT. Whole teaching staff meetings will be used to strategically work through the process to gain input and feedback from all teachers.</p>	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Development of an agreed instructional model - This will be developed by the SIT, led by the Learning Specialist. Whole teaching staff meetings will be used to strategically work through the process to gain input and feedback from all teachers.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Build teacher capacity to implement high quality teaching and learning and assessment practices for Reading and Viewing.			
Actions	Weekly PLT meetings with a focus on the use of data to drive teaching and learning. Use of the Fountas and Pinnell continuum, linked with the Victorian Curriculum will drive instruction. Professional Learning in Instructional approaches in reading. Professional Learning in High Impact Teaching Strategies in the areas of Questioning and Explicit Teaching. Continue Reading Recovery for Year 1 students most at risk. Introduce the Fountas and Pinnell Levelled Literacy Intervention for students from Years 4&5 who are one year or more below expected level.			
Outcomes	Teachers will have a greater understanding of the collection and use of the data to improve student outcomes. Deepen teacher understanding of the comprehension strategies that readers use. Consistency in the implementation of instructional approaches in reading. At risk students will improve their reading ability.			
Success Indicators	Action Research Cycles will be documented in PLT meeting. Student outcomes in reading as measured by PM Bench marking, On Demand Reading and Patrick Griffin Levels. At risk students in Years 1, 4 and 5 will increase their reading levels by more than one year's growth.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Implementation of Action research Cycles - Every PLT meeting will include a discussion about student data. PLT leaders will guide their teams to understand how data must drive differentiated instruction for all students.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Use of the Fountas and Pinnell wheel in planning and teaching - Teachers will build their understandings of comprehension strategies. The Middle Leaders teachers will drive conversations around this as part of their project.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Professional Learning in instructional approaches for teaching reading - The Literacy Coordinator will drive the Professional Learning around instructional practices using the DET Literacy Toolkit.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Professional Learning in HITS "Questioning" and "Explicit Teaching" - We will focus on the two HITS in 2019. We will explore these during Professional Learning, and monitor their use during Peer Observations.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>LLI will be implemented in Years 4 and 5 - One ES member of staff will be trained in implementing LLI. Under the guidance of the Principal she will work with students from Years 3-6 who are falling behind their peers in Reading.</p>	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,963.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Reading recovery will be implemented - One ES staff member who has already been trained in Reading Recovery will implement the program with 4 Year 1 students on a daily basis.</p>	<input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,741.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 4 Curriculum planning and assessment	Establish a Professional Learning Team approach that promotes explicit systems for collaboration, classroom observation, modelling of effective practice and feedback.			
Actions	Restructure of PLT throughout the school. Will go from 5 to 3. Shift from Curriculum areas to level areas within each level being responsible for curriculum development and implementation. 2018 Middle Leaders Program participants to lead future PLT's with support and mentoring from one leadership team member. PLT's to meet weekly for an hour dedicated too the use of data to drive teaching and learning. Leadership and PLT Leaders to meet weekly to ensure consistency across the school. Introduce and begin the process of classroom observations with the focus being on instruction/teaching in reading.			
Outcomes	Consistency of the Reading curriculum implementation across the school. Using the action research cycle to individualise instruction to meet the needs of students or groups of students in reading. A lift in professional conversations. Development of protocols for the observation and feedback process.			
Success Indicators	PLT Meeting minutes and Observation Protocol forms filled in for each session of peer observation. These will reflect the planning for, implementation of and reflection on the peer observation process within the teams. Professional Development Evaluations - These will reflect the level of understanding from teachers following Professional Learning.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Restructure of PLTs and regular meetings focussed on learning cycles - Each PLT will be supported by a member of the SIT	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Middle Leaders Program - 2018 Middle Leaders, as PLT leaders, will support the 2019 Middle Leaders in their project to build understandings of the comprehension strategies.	<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
<p>Development of observation and feedback protocols</p> <p>- We will ensure that before we embark on the observation and feedback process that every teacher has been involved in the development of, and has a clear understanding of, the protocols for Cardinia Primary School Observation and Feedback process. The development of the protocols will occur during Term 3 2019</p>	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 2</p> <p>to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Beginning to implement observation and feedback within PLTs</p> <p>- During Term 4 we will begin to implement observation and feedback sessions. By the end of term 4 each teacher will have observed and been observed at least once.</p>	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 3</p> <p>to: Term 4</p>	<p>\$0.00</p> <p><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	\$71,254.00	\$71,254.00
Additional Equity funding	0.00	0.00
Grand Total	\$71,254.00	\$71,254.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Literacy Leader employed and attending PD - Our Learning Specialist is employed to focus on Literacy throughout the school. She will attend the Network Professional Learning and ensure that the learnings from this and from previous Bastow courses drive the learnings at our school.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$13,550.00	\$13,550.00
LLI will be implemented in Years 4 and 5 - One ES member of staff will be trained in implementing LLI. Under the guidance of the Principal she will work with students from Years 3-6 who are falling behind their peers in Reading.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$30,963.00	\$30,963.00
Reading recovery will be implemented - One ES staff member who has already been trained in Reading Recovery will implement the program with 4 Year 1 students on a daily basis.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$26,741.00	\$26,741.00
Totals			\$71,254.00	\$71,254.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Welfare Officer	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$41,691.00	\$41,691.00
Learning Resources	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$9,436.00	\$9,436.00
Totals				

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
How to have professional discussions during meetings - The Principal, Assistant Principal and the Wellbeing Coordinator will each take on a mentor role for each PLT leader. They will meet fortnightly to plan direction and content of meetings. They will attend all PLTs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Colin Sloper PD - Each PLT leader and facilitator (from the SIT) will attend this Professional Learning. This will ensure that we all have the same understandings and expectations of how we are developing our PLTs and ARCs (Action Research Cycles)	<input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Network Meeting
Literacy Leader employed and attending PD - Our Learning Specialist is employed to focus on Literacy throughout the school. She will attend the Network Professional Learning and ensure that the	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Network Meetings

learnings from this and from previous Bastow courses drive the learnings at our school.						
<p>Middle Leaders Program</p> <p>- In 2018 two teachers attended the Swamp Middle Leaders year-long training. These two teachers are now PLT leaders. In 2019 two more teachers are part of the program, one from each of the PLTs. The 2018 leaders will this year support the 2019 teachers to implement their project, to deepen all teachers' understandings of comprehension strategies.</p>	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants Consultants organised through the network	<input checked="" type="checkbox"/> Off-site KWR Secondary College Middle Leaders Initiative
<p>PMMS PD</p> <p>- Two teachers are in their second year of a 2-year Primary Maths and Science Specialist project. They are working to develop consistency of planning and implementation of Maths throughout the school.</p>	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> Off-site PMSS attend PD off site and present PD on site
<p>Creation of Reading and Viewing Continuum</p> <p>- This will be developed by the SIT, led by the Learning Specialist. Whole teaching staff meetings will be used to strategically work though the</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 2</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit	<input checked="" type="checkbox"/> On-site

process to gain input and feedback from all teachers.						
Creation of a Curriculum Policy - This will be developed by the SIT. Whole teaching staff meetings will be used to strategically work though the process to gain input and feedback from all teachers.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources DET website - Policies	<input checked="" type="checkbox"/> On-site
Development of an agreed instructional model - This will be developed by the SIT, led by the Learning Specialist. Whole teaching staff meetings will be used to strategically work though the process to gain input and feedback from all teachers.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Implementation of Action research Cycles - Every PLT meeting will include a discussion about student data. PLT leaders will guide their teams to understand how data must drive differentiated instruction for all students.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit	<input checked="" type="checkbox"/> On-site
Use of the Fountas and Pinnell wheel in planning and teaching - Teachers will build their understandings of	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

comprehension strategies. The Middle Leaders teachers will drive conversations around this as part of their project.					Literacy Toolkit	
Professional Learning in instructional approaches for teaching reading - The Literacy Coordinator will drive the Professional Learning around instructional practices using the DET Literacy Toolkit.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit	<input checked="" type="checkbox"/> On-site
Professional Learning in HITS "Questioning" and "Explicit Teaching" - We will focus on the two HITS in 2019. We will explore these during Professional Learning, and monitor their use during Peer Observations.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Departmental resources HITS	<input checked="" type="checkbox"/> On-site
LLI will be implemented in Years 4 and 5 - One ES member of staff will be trained in implementing LLI. Under the guidance of the Principal she will work with students from Years 3-6 who are falling behind their peers in Reading.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Reading recovery will be implemented	<input checked="" type="checkbox"/> Education Support	from: Term 1	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

- One ES staff member who has already been trained in Reading Recovery will implement the program with 4 Year 1 students on a daily basis.		to: Term 4				
Restructure of PLTs and regular meetings focussed on learning cycles - Each PLT will be supported by a member of the SIT	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<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
Middle Leaders Program - 2018 Middle Leaders, as PLT leaders, will support the 2019 Middle Leaders in their project to build understandings of the comprehension strategies.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants Organised by Middle Leaders Initiative	<input checked="" type="checkbox"/> Off-site KWR Secondary Middle Leaders Initiative
Development of observation and feedback protocols - We will ensure that before we embark on the observation and feedback process that every teacher has been involved in the development of, and has a clear understanding of, the protocols for Cardinia Primary School Observation and Feedback process. The development of the protocols will occur during Term 3 2019	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources HITS	<input checked="" type="checkbox"/> On-site

<p>Beginning to implement observation and feedback within PLTs - During Term 4 we will begin to implement observation and feedback sessions. By the end of term 4 each teacher will have observed and been observed at least once.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources <p>HITS</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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