

2019 Annual Implementation Plan

for improving student outcomes

Burnside Primary School (5502)



BURNSIDE
Primary School
Inspired minds thrive

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

Self-evaluation Summary - 2019

Burnside Primary School (5502)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
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	Unable to provide evidence as Burnside Primary School is only opening as operational school in 2019.
Considerations for 2020	Unable to provide evidence as Burnside Primary School is only opening as operational school in 2019.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Students will make higher than expected growth in Reading.
Target 1.1	<ul style="list-style-type: none"> • All prep students will be at or above expected levels in reading. • Staff opinion survey to reflect higher than state score on collective efficacy, and academic emphasis • NAPLAN - high relative growth to be above 25% in reading and writing (2019 grade 3 - 2021 grade 5) • Attitude to School survey results to show higher than state scores on effective teaching time, differentiated learning challenge, high expectations for success
Key Improvement Strategy 1.a Building practice excellence	Build teacher knowledge in reading through a professional learning program and the implementation of a peer observation and coaching program, for individual teachers and whole PLCs
Key Improvement Strategy 1.b Building practice excellence	Build Data Literacy, and the ability to plan and monitor differentiated teaching through the PLC Planning, Teaching and Learning Cycle.
Goal 2	A supportive and productive learning environment that promotes inclusion and collaboration.
Target 2.1	<ul style="list-style-type: none"> • Parent opinion survey will reflect above state scores on parent participation and involvement and teacher communication • Staff opinion survey will reflect above state scores on school climate • School developed survey for prep, grade one and grade two students will show more than 90% positive responses • Attitude to school data to reflect above state scores on school connectedness, student voice and agency and sense of inclusion
Key Improvement Strategy 2.a	Provide opportunities for students, staff and families to be involved in decisions about the school

Building communities	
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Develop clear student engagement, wellbeing, inclusion and behaviour management guidelines

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Students will make higher than expected growth in Reading.	Yes	<ul style="list-style-type: none"> • All prep students will be at or above expected levels in reading. • Staff opinion survey to reflect higher than state score on collective efficacy, and academic emphasis • NAPLAN - high relative growth to be above 25% in reading and writing (2019 grade 3 - 2021 grade 5) • Attitude to School survey results to show higher than state scores on effective teaching time, differentiated learning challenge, high expectations for success 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>All Prep students will be at or above expected reading levels.</p> <p>All Year1/2 Students will have made more than twelve months growth in reading.</p> <p>Staff opinion survey to reflect higher than state score on collective efficacy, and academic emphasis.</p>
A supportive and productive learning environment that promotes inclusion and collaboration.	Yes	<ul style="list-style-type: none"> • Parent opinion survey will reflect above state scores on parent participation and involvement and teacher communication • Staff opinion survey will reflect above state scores on school climate • School developed survey for prep, grade one and grade two students will show more than 90% positive responses • Attitude to school data to reflect above state scores on school connectedness, student voice and agency and sense of inclusion 	<p>Parent opinion survey will reflect above state scores on parent participation and involvement</p> <p>Staff opinion survey will reflect above state scores on school climate</p> <p>School developed survey for prep, grade one and grade two students will show more than 90% positive responses</p>

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Goal 1	Students will make higher than expected growth in Reading.		
12 Month Target 1.1	All Prep students will be at or above expected reading levels. All Year1/2 Students will have made more than twelve months growth in reading. Staff opinion survey to reflect higher than state score on collective efficacy, and academic emphasis.		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher knowledge in reading through a professional learning program and the implementation of a peer observation and coaching program, for individual teachers and whole PLCs		Yes
KIS 2 Building practice excellence	Build Data Literacy, and the ability to plan and monitor differentiated teaching through the PLC Planning, Teaching and Learning Cycle.		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>As a new school, it is opportune that we focus on building our school community. We will also focus on excellence in teaching and learning with a specific focus on reading.</p> <p>Our theories of action: If our teachers collaborate in professional learning communities, collecting and analysing formative assessment, then we will build collective efficacy and be better able to differentiate teaching, minimise variation between classrooms and improve student learning.</p> <p>If we include families and students in decision making, then they will feel more included and connected to school, achieving a strong sense of community and purpose</p> <p>When learning plans integrate the VC, instructional practices and assessment strategies into coherent, sequential and contextually relevant programs they can address the learning needs of all children</p>		

	<p>When teachers improve their knowledge and skills using evidence based strategies they are more precise and purposeful in their practice.</p> <p>When teachers recognise the role of parents and cares as first educators and engage them in school learning programs students are more likely to experience an inclusive education within and beyond the classroom</p>
Goal 2	A supportive and productive learning environment that promotes inclusion and collaboration.
12 Month Target 2.1	<p>Parent opinion survey will reflect above state scores on parent participation and involvement</p> <p>Staff opinion survey will reflect above state scores on school climate</p> <p>School developed survey for prep, grade one and grade two students will show more than 90% positive responses</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Building communities	<p>Provide opportunities for students, staff and families to be involved in decisions about the school</p> <p>Yes</p>
KIS 2 Setting expectations and promoting inclusion	<p>Develop clear student engagement, wellbeing, inclusion and behaviour management guidelines</p> <p>Yes</p>
<p>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>	<p>As a new school, it is opportune that we focus on building our school community. We will also focus on excellence in teaching and learning with a specific focus on reading.</p> <p>Our theories of action: If our teachers collaborate in professional learning communities, collecting and analysing formative assessment, then we will build collective efficacy and be better able to differentiate teaching, minimise variation between classrooms and improve student learning.</p> <p>If we include families and students in decision making, then they will feel more included and connected to school, achieving a</p>

strong sense of community and purpose

When learning plans integrate the VC, instructional practices and assessment strategies into coherent, sequential and contextually relevant programs they can address the learning needs of all children

When teachers improve their knowledge and skills using evidence based strategies they are more precise and purposeful in their practice.

When teachers recognise the role of parents and cares as first educators and engage them in school learning programs students are more likely to experience an inclusive education within and beyond the classroom

Define Actions, Outcomes and Activities

Goal 1	Students will make higher than expected growth in Reading.
12 Month Target 1.1	All Prep students will be at or above expected reading levels. All Year1/2 Students will have made more than twelve months growth in reading. Staff opinion survey to reflect higher than state score on collective efficacy, and academic emphasis.
KIS 1 Building practice excellence	Build teacher knowledge in reading through a professional learning program and the implementation of a peer observation and coaching program, for individual teachers and whole PLCs
Actions	Develop teacher capacity and understanding to develop a consistent, evidence-based reading practices across the school. Leadership and teachers to work with Reading consultant to develop a consistent understanding of evidence based reading pedagogies. Teachers knowledge and capacity will be built through: 1. Professional Learning Communities 2. Coaching 3. Peer observation
Outcomes	Students Understand the Learning Intention and Success Criteria Understand the Reading workshop structure and purpose and confidently negotiate the sequence of steps/activities Students articulate what they have learnt what they need to do to be successful in the lesson Students understand their reading goals and how to achieve them Have tailored teaching that is informed by student data and appropriate high- impact teaching strategies. They will access an aligned, detailed and sequential curriculum plan with scaffold vocabulary and language with reduction in variability from classroom to classroom. The program will be differentiated to ensure personalised teaching and learning catering to the point of need of the students. Teachers Understand the Reading workshop structure and purpose and create transparent, predictable and purposeful routines for students Explicit teaching of a planned and consistent approach to Reading across the school.

	<p>Align the Learning Intentions and Success Criteria to Essential Learnings. Build their professional knowledge and understanding the the reading process. Explain to students the steps in lessons, including presenting learning intentions, explicitly presenting new knowledge, identifying planned opportunities for practice, outlining questioning techniques the class will use, and describing assessments opportunities. Consistent teaching and learning across the school following the school's instructional model and Coaching Action Plans Demonstrated in work program differentiated teaching for students.</p> <p>Leaders Structured mentoring and coaching programs will be established. The school will systematically build teaching capabilities with sufficient time and incentives for continued enhancement of teacher expertise. Will facilitate opportunities for staff to learn from each other and model continuous learning in their own practice</p> <p>Community Members will have a clear understanding of the Reading Workshop</p>			
Success Indicators	<p>Growth in pre and post assessment data - reading - meeting PLC growth and achievement targets All students to be at or above expected levels of reading by the end of the year</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Monitor effectiveness of the PL program through regular learning walks and walk throughs.	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leadership team to coach 4 individual teachers, in coaching cycles, in the implementation of the school's instructional model, Reading Program, HITS, Student Engagement, Wellbeing, Inclusion and Behaviour Management Guidelines.	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leadership team to identify PL needs and develop a professional learning schedule - focussed on reading - to be delivered onsite, every two weeks by the members of the leadership team	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Identify individual teachers' PL needs through the PDP process and provide support either through: coaching, peer observation, school-based PL, external PL, and/or professional practice days	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Develop school instructional models for reading, in collaboration with Literacy Consultant.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build Data Literacy, and the ability to plan and monitor differentiated teaching through the PLC Planning, Teaching and Learning Cycle.			
Actions	Develop teacher knowledge and capacity to work as effective teams utilising a Professional Learning Communities planning cycle to target differentiated instruction to ensure all students achieve growth and performance targets			
Outcomes	<p>Students Have tailored teaching that is informed by student data and appropriate high- impact teaching strategies. They will access an aligned, detailed and sequential curriculum plan with scaffolded vocabulary and language with reduction in variability from classroom to classroom. The program will be differentiated too ensure personalized teaching and learning catering to the point of need of the students.</p> <p>Teachers Incorporate focused and differentiated feedback to students to support the progress and achievement of every child. Develop a deep knowledge of the curriculum and students' progress and achievement, through use of high quality Common Assessment Tasks, targeted feedback and rigorous moderation processes. Establish and embed the instructional model which drives and informs the work of PLCs within the school. In PLC teaching teams will regularly observe and provide feedback on teaching, with support and input from leaders and input from students. They will collaborate to undertake an Improvement Cycle approach into problem of practice, sharing data and curriculum expertise to develop strategies for improvement.</p>			

	<p>Leaders Structured mentoring and coaching programs will be established. The school will systematically build teaching capabilities with sufficient time and incentives for continued enhancement of teacher expertise. Will facilitate opportunities for staff to learn from each other and model continuous learning in their own practice.</p> <p>Community Members Will experience visible assessment, reporting and student achievement data</p>			
Success Indicators	<p>Work program to show differentiated teaching for students. Growth in pre and post assessment data - reading - meeting PLC growth and achievement targets PLC action plan will show response to intervention for students identified as not having made expected growth/achievement All students to be at or above expected levels of reading by the end of the year</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leadership team to coach whole PLCs in the implementation of the school's instructional model, PLC planning cycle, data analysis and implementation of the HITS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Develop BPS Planning/Teaching and Learning Cycle.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop Pre and Post Common Assessment Tasks, Proficiency Scales and Essential Learnings.	<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

Goal 2	A supportive and productive learning environment that promotes inclusion and collaboration.
12 Month Target 2.1	Parent opinion survey will reflect above state scores on parent participation and involvement Staff opinion survey will reflect above state scores on school climate School developed survey for prep, grade one and grade two students will show more than 90% positive responses
KIS 1 Building communities	Provide opportunities for students, staff and families to be involved in decisions about the school
Actions	To actively engage families, students and staff in developing the vision and values of Burnside Primary School. To build parent confidence in helping children at school and at home and develop a strong communication strategy so families feel connected to the school and are able to support the expectations. To develop a culture that actively seeks feedback from families, students and staff on policies, procedures and whole school events.
Outcomes	<p>Students</p> <ul style="list-style-type: none"> To understand the vision and values of Burnside Primary School and how this impacts on their learning and responsibilities To be involved in decision making process (student agency) To participate in developing the vision and values of Burnside Primary School Provide regular feedback to teachers and peers <p>Teachers</p> <ul style="list-style-type: none"> To build relationships with students and parents to build connectedness and to support expectations To participate in developing the vision and values of Burnside Primary School To welcome and encourage parental involvement - helping in classrooms, volunteering, attending whole school events, providing feedback on policies, parent surveys, attendance at parent forums <p>Leaders</p> <ul style="list-style-type: none"> Provide opportunities to consult in developing school vision and values. Provide workshops for parents and community members detailing our practice Establish a communication strategy so that families feel connected and is timely. The school will systematically build teaching capabilities with sufficient time and incentives for continued enhancement of teacher expertise.

	Will facilitate opportunities for staff to learn from each other and model continuous learning in their own practice. Community Members Will feel connected to the school and participating across the school in various ways			
Success Indicators	Parent opinion survey will reflect above state scores on parent participation			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide opportunities for staff, student and parents forums to consult to inform the school values, and what the supporting behaviours and actions look like	<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
Implement a professional learning program to build the confidence and capacity of families/community volunteers to support student learning at home and/or at school	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a communication strategy so families can access and provide information/feedback about the school and/or their children in multiple ways including 1. Senral 2. Website 3. FaceBook 4. Flexibuzz 5. Informal meetings with staff - including coffee and chat 6. Formal meetings/SSGs with staff 7. Letters home.phone calls, emails by staff to families communicating positive feedback 8. Google forms and other surveys	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

9. School Council and other Sub-Committees				
KIS 2 Setting expectations and promoting inclusion	Develop clear student engagement, wellbeing, inclusion and behaviour management guidelines			
Actions	To develop a guaranteed and viable curriculum on Social Emotional Intelligence, (SEL) within a frame work of attributes of learners addressing Victorian Curriculum capabilities. To implement whole school behaviour management guidelines.			
Outcomes	<p>Students Will have a clear understanding of the BPS behaviour Management Guildlines Will be involved in joint construction of guild lines Provide regular feedback to teachers and peers Students to use strategies taught and developed in creating personal goals Respect and value the views of others, and feel their own views are respected and valued in return. Students will demonstrate higher levels of connectedness with peers.</p> <p>Teachers Participate in School Improvement Teams, to ensure that the SEL curriculum plan will includes explicit instruction on bullying prevention, conflict resolution and pro-social behaviors. To implement a deliberate and process driven Behaviour Management Guidelines that is consistent across the school and communicated across the community.</p> <p>Leaders Provide professional learning opportunities with consultant (School Improvement Team) to build the capacity of all staff to explicitly teach the skills of a social and emotional intelligence curriculum School's values and vision are explicit in all policies and guidelines and these are shared with the community. The school will continue to build partnerships with parents/carers and families to develop students' social and emotional skills in self-managing their behavior.</p> <p>Community members Will have an understanding of the SEL program and the expectations of students and community members</p>			

Success Indicators	Staff Opinion Survey to reflect above state scores on: Schools Climate School developed survey for Prep, Grade one and two students will demonstrate more than 90% positive responses.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and implement a Whole School Behaviour Management Guidelines	<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
Provide Professional Learning opportunities for staff to develop knowledge and skills dedicated to Positive Education.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Develop and implement a Social and Emotional Curriculum	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,000.00	\$5,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$5,000.00	\$5,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Develop school instructional models for reading, in collaboration with Literacy Consultant.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other Employment of Literacy Consultant Mardi Gorman	\$5,000.00	\$5,000.00
Totals			\$5,000.00	\$5,000.00

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
Leadership team to coach 4 individual teachers, in coaching cycles, in the implementation of the school's instructional model, Reading Program, HITS, Student Engagement, Wellbeing, Inclusion and Behaviour Management Guidelines.	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Leadership team to identify PL needs and develop a professional learning schedule - focussed on reading - to be delivered onsite, every two weeks by the members of the leadership team	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Literacy Consultant Mardi Gorman	<input checked="" type="checkbox"/> On-site
Identify individual teachers' PL needs through the PDP process and provide support either through: coaching, peer observation, school-based PL, external PL, and/or professional practice days	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Develop school instructional models for reading, in collaboration with Literacy Consultant.	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Leadership Team	to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs			
Leadership team to coach whole PLCs in the implementation of the school's instructional model, PLC planning cycle, data analysis and implementation of the HITS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop BPS Planning/Teaching and Learning Cycle.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice 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"/> On-site
Develop Pre and Post Common Assessment Tasks, Proficiency Scales and Essential Learnings.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <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"/> On-site
Provide opportunities for staff, student and parents forums to consult to inform the school values, and what the supporting behaviours and actions look like	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

Develop and implement a Whole School Behaviour Management Guidelines	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide Professional Learning opportunities for staff to develop knowledge and skills dedicated to Positive Education.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Positive Education Consultant	<input checked="" type="checkbox"/> On-site
Develop and implement a Social and Emotional Curriculum	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site