2021 Annual Implementation Plan

for improving student outcomes

Grovedale Primary School (0283)

Submitted for review by Tina Barnett (School Principal) on 26 February, 2021 at 01:53 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 01 March, 2021 at 07:53 AM
Endorsed by Ben O'Connor (School Council President) on 28 April, 2021 at 09:05 PM

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Evolving

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

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

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

Enter your reflective comments	2020 presented a range of challenges including lockdowns related to the COVID-19 pandemic, and changes of leadership. The school undertook partnerships with the DSSI and PMSS to define our practice. While this was heavily impacted by Remote and Flexible Learning, we made significant gains, and did a great deal of planning for a consistent approach to 2021. The school completed a reading pedagogical model, with a consistent planner and essential learnings in reading. We also understood significant observation and coaching with our DSSI partners to ensure that practice in classrooms aligned with the elements of the model. We engaged differently with our community in 2020 due to the pandemic and found a high level of interaction with our community helped to support students during interruptions in learning.
Considerations for 2021	We will need to focus on building the infrastructure of the school to support professional leadership, particularly by building effective leadership teams: School Improvement Team, Leadership Team and Professional Learning Communities. Through

	this work we will be able to analyse and respond to student data at a school, cohort and individual level to ensure we are able to recognise and address gaps caused by the pandemic.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To enhance point of need teaching to maximise student learning outcomes.
Target 2.1	*Increase the percentage of students in the top two bands of NAPLAN in Years three and five to be at or above the baseline taken from the three-year average (2015–17) as indicated in below* • *Numeracy - year 3, 30% to year 5, 22%* • *Reading - year 3, 43% to year 5, 31%* • *Writing - year 3, 52% to year 5, 16%*
Target 2.2	*NAPLAN Year three to five relative growth percentages to indicate that 80 percent or more of students are showing medium or high growth.*

Target 2.3	Increase the percentage of students achieving above the expected level according to Teacher Judgements, compared to the three-year average (2014–16) as indicated in the table below:

	Years P–6		Years P–6
Reading & viewing	*39 per cent*	**Measurement & geometry**	*13 per cent*
Writing	*21 per cent*	**Number & algebra**	*20 per cent*
Speaking & LIstening	*12 per cent*	**Statistics & probability**	*10 per cent*

Key Improvement Strategy 2.a Evaluating impact on learning	Build teacher capacity to assess, monitor and analyse student data to inform teaching and learning.
Key Improvement Strategy 2.b Building practice excellence	Refine practices for interventions in literacy and numeracy.
Key Improvement Strategy 2.c Evaluating impact on learning	Develop the capacity of leaders to support teacher assessment and planning for individual student needs.
Goal 3	Embed and sustain excellence in teaching and learning to achieve student learning growth.
Target 3.1	*The Staff Opinion survey to show an increasing trend from 2017 baseline levels in the following factors: Collective focus on student learning and Teacher collaboration.*

Target 3.2	*The Student Attitudes to School survey to show an increasing trend from 2017 baseline levels in the following factors: Effective classroom behavior, Differentiated learning challenge, Stimulated learning, Motivation and interest.*
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Define and consistently implement a whole school instructional model, incorporating curricular approaches.
Key Improvement Strategy 3.b Building practice excellence	Continue to build teacher and leadership capacity, including through the implementation of Leading Literacy and Leading Numeracy (or similar) professional learning programs.
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Strengthen the implementation of high impact teaching strategies, including Classroom Instruction that Works (or similar) and continued participation in the Community of Practice.
Goal 4	To enhance student agency within a defined, whole school curriculum.
Target 4.1	*The Staff Opinion Survey to show an increasing trend from 2017 baseline levels in the following factors: Collective efficacy and Guaranteed and viable curriculum.*
Target 4.2	*The Student Attitudes to School survey to show an increasing trend from 2017 baseline levels in the following factors: Student voice and agency, Effective teaching time and Self regulation and goal setting.*
Target 4.3	*The Parent Opinion survey to show an increasing trend from 2017 baseline levels in the following factors: Agency and voice, Effective teaching, Teacher communication and School communication.*

Key Improvement Strategy 4.a Curriculum planning and assessment	Develop an agreed and consistently implemented curriculum framework, with a focus on student agency.
Key Improvement Strategy 4.b Building practice excellence	Develop the digital capabilities of students and staff.
Key Improvement Strategy 4.c Curriculum planning and assessment	Explore opportunities for increased inquiry and STEAM learning.
Key Improvement Strategy 4.d Curriculum planning and assessment	Further develop regular goal setting practices with students and sharing of progress with families.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Ensure students who were identified in 2020 as having gaps in their learning receive learning intervention and gain higher than expected learning growth in their targeted area of support.
To enhance point of need teaching to maximise student learning outcomes.	No	*Increase the percentage of students in the top two bands of NAPLAN in Years three and five to be at or above the baseline taken from the three-year average (2015–17) as indicated in below* • *Numeracy - year 3, 30% to year 5, 22%* • *Reading - year 3, 43% to year 5, 31%* • *Writing - year 3, 52% to year 5, 16%*	
		NAPLAN Year three to five relative growth percentages to indicate that 80 percent or more of students are showing medium or high growth.	

		Increase the percentage of students achieving above the expected level according to Teacher Judgements, compared to the three-year average (2014–16) as indicated in the table below:	

	Years P–6		Years P–6
Reading & viewing	*39 per cent*	**Measurement & geometry**	*13 per cent*
Writing	*21 per cent*	**Number & algebra**	*20 per cent*
Speaking & LIstening	*12 per cent*	**Statistics & probability**	*10 per cent*

Embed and sustain excellence in teaching and learning to achieve student learning growth.	No	*The Staff Opinion survey to show an increasing trend from 2017 baseline levels in the following factors: Collective focus on student learning and Teacher collaboration.*	
		The Student Attitudes to School survey to show an increasing trend from 2017 baseline levels in the following factors: Effective classroom behavior, Differentiated learning challenge, Stimulated learning, Motivation and interest.	

To enhance student agency within a defined, whole school curriculum.	No	*The Staff Opinion Survey to show an increasing trend from 2017 baseline levels in the following factors: Collective efficacy and Guaranteed and viable curriculum.*	
		The Student Attitudes to School survey to show an increasing trend from 2017 baseline levels in the following factors: Student voice and agency, Effective teaching time and Self regulation and goal setting.	
		The Parent Opinion survey to show an increasing trend from 2017 baseline levels in the following factors: Agency and voice, Effective teaching, Teacher communication and School communication.	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Ensure students who were identified in 2020 as having gaps in their learning receive learning intervention and gain higher than expected learning growth in their targeted area of support.

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

KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Ensure students who were identified in 2020 as having gaps in their learning receive learning intervention and gain higher than expected learning growth in their targeted area of support.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Develop and Implement a whole school approach to teaching and learning in Reading, Writing and Mathematics. Establish and implement processes for effective use of data to improve student learning outcomes, with a focus on intervention.
Outcomes	Leaders will implement and monitor the use of the Grovedale Way pedagogical models, providing support to teachers though professional learning, observation and developing their own leadership skills. PLC leaders and teachers will use the inquiry model to improve teaching practices and learning outcomes. Teachers will understand the structure of the pedagogical model, establishing and improving their ability to plan, implement and assess consistently, using the Grovedale Way in Reading, Writing and Mathematics. Students will understand and be able to articulate the structure of lessons using the model. Leaders will utilise the PLC process to put faces on student data, and monitor student learning outcomes. Teachers will consistently collect, analyse and respond effectively to student data for improved learning outcomes. Data is used by the SIT, PLCs and teachers to identify students for tailored supports.
Success Indicators	Leaders will use multiple sources of evidence to track pedagogical model implementation including Learning Walks, observations, collaborative documentation, SIT minutes and PLC minutes.

Teachers will use the models consistently to plan and improve teaching.

Students will understand their role in each element of the pedagogical model, and demonstrate this behaviour in learning.

Improved whole school survey data.

Teachers' formative assessment data and teacher judgement data shows improved student learning outcomes.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Work with the DSSI team and teachers to: - Test and revise Essential Learnings, - Develop, test and revise I Can statements, Scope and Sequence documentation for Mathematics, Reading and Writing. - Provide classroom resources to support effective implementation of pedagogical model, including books	☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Teacher(s) ☑ Teaching Partners (DSSI)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Implement an effective tutor program: - Establish criteria and process for identifying and monitoring students requiring individual/tailored support (tutoring, intervention, enrichment). - Develop effective approach to conducting tutor program - Provide professional learning opportunities for tutors - Provide effective resources for tutor program including furniture, devices and research - Provide appropriate assessment tools, and time to complete assessments - Establish assessment process, to regularly evaluate progress of students and program	☑ Learning Specialist(s) ☑ Principal ☑ School Improvement Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ Equity funding will be used
Professional Learning Communities plan, implement and assess using pedagogical models and whole school inquiry cycle:	☑ Leadership Team	☑ PLP Priority	from: Term 1	$20,000.00

- Provide professional learning for teachers - Provide professional learning for Learning Specialist - Provide professional learning for middle leadership - Provide effective space for collaboration including resources (furniture, screen, equipment, research materials and opportunities)	☑ Learning Specialist(s) ☑ Principal ☑ School Improvement Team ☑ Teacher(s)		to: Term 4	☑ Equity funding will be used
Review Assessment Schedule including processes for effectively collecting and monitoring school wide data.	☑ School Improvement Team ☑ School Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Professional learning and resources to increase teacher capacity to utilise Fountas and Pinnell, PAT and other assessment data to inform point of need teaching.	☑ Assistant Principal ☑ Leadership Team ☑ Principal ☑ School Improvement Team ☑ Teacher(s) ☑ Teaching Partners (DSSI)	☑ PLP Priority	from: Term 2 to: Term 4	$10,000.00 ☑ Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority				
Actions	The school will develop a whole school approach to wellbeing. The school will investigate a whole school approach to student voice and agency, including practices to embed student agency in the curriculum.				

Outcomes	The Wellbeing Team will implement the Respectful Relationships program across the school, within the timetabled curriculum.
	The Wellbeing Team establishes an agreed approach to monitoring and responding to wellbeing.
	The Wellbeing Team uses accurate data to implement supports for individuals, cohorts and the school community.
	Staff, students and the community will have a shared understanding of the whole school approach to student agency.
	Staff will introduce co-planned curriculum and assessment practices with students, using a range of strategies developed collaboratively.
	Students will work with teachers to develop a consistent approach to student voice in the curriculum.
Success Indicators	Respectful Relationships is taught weekly in every classroom.
	Teachers will consistently use a whole school approach to wellbeing, in the classroom and yard.
	There will be a reduction of negative incidents across the school.
	There will be an increase in positive incidents recorded for students and shared with parents/carers/kin.
	There will be an increase in Student Attitudes To School data.
	There will be an increase in attendance data.
	Students will understand and be able to discuss their contribution to their school experience in curriculum, assessment and their environment.
	Consistent approaches to student agency are evident in planning documentation.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish Wellbeing Team with representation across the school, norms and an agenda aligned with the purpose of the meeting.	☑ Principal	☐ PLP Priority	from: Term 1	$5,000.00

	☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team		to: Term 4	☑ Equity funding will be used
Develop 'The Grovedale Way' whole school documentation providing guides for: - What is a positive incident / negative incident for Sentral? - How to use Sentral to record wellbeing and behaviour data - Benchmarks for Tier 1, 2 and 3 intervention support and accompanying actions - Responding to behaviour concerns	☑ All Staff ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used
The Respectful Relationships Leader engages with the RR Cluster for professional Learning.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used
Provide individualised support in transitioning students into on-site learning.	☑ Education Support ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Equity funding will be used
Undertake professional learning in student voice through the Quaglia Institute, and use this learning to develop whole school understanding and approaches.	☑ All Staff ☑ Principal ☑ Student Leadership Coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☑ Equity funding will be used

Develop a Student Voice Action Plan	☑ KLA Leader ☑ Student(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 2	$1,000.00 ☑ Equity funding will be used

KIS 3 Building communities	Connected schools priority			
Actions	Build digital learning pedagogy, to be able to effectively educate students, using technology platforms on and off-site.			
Outcomes	Teachers will be confident in integrating digital learning pedagogy. All students will be connected to resources and learning opportunities through agreed platforms. Students will have continuity of learning on site and when remote learning. The community will regularly engage in communication with the school through digital opportunities.			
Success Indicators	Whole school documentation shows digital learning is integrated into school practices (Scope and sequence, essential learnings, classroom programs). Agreed platforms will be used regularly in classrooms for student learning goals and portfolios. Positive student survey data. Students will confidently access digital learning from home, continuing their learning program as needed. Parents and carers engage with the school through digital means, including but not limited to Sentral, web ex, Google Classrooms.			

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Invite the school community to share and celebrate learning on a regular basis using digital platforms.	☑ Teacher(s)	☐ PLP Priority	from: Term 1	$2,000.00

			to: Term 4	☐ Equity funding will be used
Develop and implement an inclusive approach to supporting indigenous education using digital technology. (Indigenous Education Leader)	☑ KLA Leader	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Provide sufficient digital learning tools for staff and students to fully engage in digital learning. Include professional learning on using these tools.	☑ All Staff ☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Equity funding will be used
Provide additional support to connect with hard to reach and at risk students and families.	☑ Education Support ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$200,000.00	$182,000.00
Additional Equity funding	$0.00	$0.00
Grand Total	$200,000.00	$182,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Work with the DSSI team and teachers to: - Test and revise Essential Learnings, - Develop, test and revise I Can statements, Scope and Sequence documentation for Mathematics, Reading and Writing. - Provide classroom resources to support effective implementation of pedagogical model, including books	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$10,000.00	$10,000.00
Implement an effective tutor program: - Establish criteria and process for identifying and monitoring students requiring individual/tailored support (tutoring, intervention, enrichment). - Develop effective approach to conducting tutor program - Provide professional learning opportunities for tutors - Provide effective resources for tutor program including furniture, devices and research - Provide appropriate assessment tools, and	from: Term 1 to: Term 2	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Assets	$10,000.00	$10,000.00

time to complete assessments - Establish assessment process, to regularly evaluate progress of students and program				
Professional Learning Communities plan, implement and assess using pedagogical models and whole school inquiry cycle: - Provide professional learning for teachers - Provide professional learning for Learning Specialist - Provide professional learning for middle leadership - Provide effective space for collaboration including resources (furniture, screen, equipment, research materials and opportunities)	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Assets	$20,000.00	$20,000.00
Professional learning and resources to increase teacher capacity to utilise Fountas and Pinnell, PAT and other assessment data to inform point of need teaching.	from: Term 2 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$10,000.00	$10,000.00
Establish Wellbeing Team with representation across the school, norms and an agenda aligned with the purpose of the meeting.	from: Term 1 to: Term 4	☑ CRT	$5,000.00	$2,500.00
Develop 'The Grovedale Way' whole school documentation providing guides for: - What is a positive incident / negative incident for Sentral? - How to use Sentral to record wellbeing and behaviour data - Benchmarks for Tier 1, 2 and 3 intervention support and accompanying actions - Responding to behaviour concerns	from: Term 1 to: Term 4	☑ CRT	$3,000.00	$2,000.00

The Respectful Relationships Leader engages with the RR Cluster for professional Learning.	from: Term 1 to: Term 4	☑ CRT	$4,000.00	$2,000.00
Provide individualised support in transitioning students into on-site learning.	from: Term 1 to: Term 4	☑ School-based staffing	$40,000.00	$40,000.00
Undertake professional learning in student voice through the Quaglia Institute, and use this learning to develop whole school understanding and approaches.	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services ☑ Other Student, parent and teacher survey implementation and analysis provided by Quaglia Institute at additional cost.	$12,000.00	$12,000.00
Develop a Student Voice Action Plan	from: Term 1 to: Term 2		$1,000.00	$500.00
Develop and implement an inclusive approach to supporting indigenous education using digital technology. (Indigenous Education Leader)	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Assets ☑ Other Indigenous garden	$5,000.00	$3,000.00

Provide sufficient digital learning tools for staff and students to fully engage in digital learning. Include professional learning on using these tools.	from: Term 1 to: Term 4	☑ Assets	$40,000.00	$30,000.00
Provide additional support to connect with hard to reach and at risk students and families.	from: Term 1 to: Term 4	☑ School-based staffing	$40,000.00	$40,000.00
Totals			**$200,000.00**	**$182,000.00**

Additional Equity spend

Outline here any additional Equity spend for 2021	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
Work with the DSSI team and teachers to: - Test and revise Essential Learnings, - Develop, test and revise I Can statements, Scope and Sequence documentation for Mathematics, Reading and Writing. - Provide classroom resources to support effective implementation of pedagogical model, including books	☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Teacher(s) ☑ Teaching Partners (DSSI)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Teaching partners ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Departmental resources Literacy Teaching Toolkit, Mathematics Teaching Toolkit ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Implement an effective tutor program: - Establish criteria and process for identifying and monitoring students requiring individual/tailored support (tutoring, intervention, enrichment).	☑ Learning Specialist(s) ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 2	☑ Planning ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ SEIL ☑ Teaching partners ☑ Internal staff ☑ Bastow program/course	☑ On-site

- Develop effective approach to conducting tutor program - Provide professional learning opportunities for tutors - Provide effective resources for tutor program including furniture, devices and research - Provide appropriate assessment tools, and time to complete assessments - Establish assessment process, to regularly evaluate progress of students and program	☑ Teacher(s)				☑ Learning Specialist ☑ Literacy Leaders ☑ Departmental resources ARC online professional learning ☑ High Impact Teaching Strategies (HITS)	
Professional Learning Communities plan, implement and assess using pedagogical models and whole school inquiry cycle: - Provide professional learning for teachers - Provide professional learning for Learning Specialist - Provide professional learning for middle leadership - Provide effective space for collaboration including resources (furniture, screen, equipment, research materials and opportunities)	☑ Leadership Team ☑ Learning Specialist(s) ☑ Principal ☑ School Improvement Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Teaching partners ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Professional learning and resources to increase teacher capacity to utilise Fountas and Pinnell, PAT and other assessment data to inform point of need teaching.	☑ Assistant Principal ☑ Leadership Team ☑ Principal ☑ School Improvement Team ☑ Teacher(s) ☑ Teaching Partners (DSSI)	from: Term 2 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants PAT, ACER, F&P ☑ Departmental resources PLC Managers	☑ Off-site Staff may need to attend off site PL if unable to access via WebEx.
Develop 'The Grovedale Way' whole school documentation providing guides for: - What is a positive incident / negative incident for Sentral? - How to use Sentral to record wellbeing and behaviour data - Benchmarks for Tier 1, 2 and 3 intervention support and accompanying actions - Responding to behaviour concerns	☑ All Staff ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

The Respectful Relationships Leader engages with the RR Cluster for professional Learning.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Subject association ☑ Departmental resources Network RR Cluster	☑ Off-site Cluster meetings
Undertake professional learning in student voice through the Quaglia Institute, and use this learning to develop whole school understanding and approaches.	☑ All Staff ☑ Principal ☑ Student Leadership Coordinator	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ SEIL ☑ External consultants Quaglia Institute	☑ Off-site Both on and off site. Web Ex and potentially off site CoP meetings
Develop and implement an inclusive approach to supporting indigenous education using digital technology. (Indigenous Education Leader)	☑ KLA Leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ External consultants Local indigenous organisations ☑ Departmental resources Richard Fry - KESO	☑ On-site
Provide sufficient digital learning tools for staff and students to fully engage in digital learning. Include professional learning on using these tools.	☑ All Staff ☑ Assistant Principal	from: Term 1 to: Term 4	☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site