

2020 Annual Implementation Plan

for improving student outcomes

McKinnon Primary School (4366)



Submitted for review by Simone Eirth (School Principal) on 13 December, 2019 at 01:19 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 13 December, 2019 at 03:55 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>Key Directions for 2020</p> <ul style="list-style-type: none"> - Continual review of communicating student achievement with parents - Continual explicit connection FISO, SSP, AIP, PDP, ATSS and staff - Consistency across all areas of curriculum, assessment and student wellbeing strategies - Use of HITS to embed consistency of teacher practice - Increase of frequency of classroom observations connected to HITS and strategic plan providing feedback to improve instruction - Continue building a consistent process of building in student voice and agency - Build consistency and understanding of using informative data to inform teaching - Continual targeting of EAL support for students
Considerations for 2020	<ul style="list-style-type: none"> - HITS - metacognition and differentiated success criteria - Developing consistency of practice across: Structured work inquiry, 6+1 Traits and CAFE - Implementing rigorous induction process with handovers including planning sessions, induction of team leaders and new

	<p>staff</p> <ul style="list-style-type: none"> - Consistency in using data to inform practice and review the use of formative assessment to inform practice - Embed the use of conferencing strategy to provide feedback and support students to recognise success and identify next step learning - Learning Walks will focus on metacognition and the differentiation of success criteria - Review and embed consistent practices in the 'Building a Learning Community' unit to commence the year. This will include wellbeing, as well as initiatives from English and Maths. Non-negotiables around classroom displays to support these areas - Increased emphasis on trans-disciplinary skills and their explicit teaching - Student goals have a closer alignment with trans-disciplinary skills and are planned for in shorter term increments appropriate to learning at certain times of the year - Utilise the digital technologies scope and sequence from F-6 - Utilise resources purchased for STEM - Continue to build targeted strategies to lift attendance based on individual student needs and 2019 data - Continue Year Level information nights to build consistency, community and communication to families
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To enhance Literacy outcomes for all students
Target 1.1	The percentage of students in the top two bands in Reading for Year 3 will be a minimum of 75% (up from 74%)
Target 1.2	The percentage of students in the top two bands in Reading for Year 5 will be a minimum of 62% (up from 48%)
Target 1.3	The percentage of students in the top two bands in Writing for Year 3 will be a minimum of 73% (up from 55%)
Target 1.4	The percentage of students in the top two bands in Writing for Year 5 will be a minimum of 40% (up from 24%)
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Embed a consistent whole school approach to teaching Literacy
Key Improvement Strategy 1.b Evaluating impact on learning	Build capabilities of teachers to utilize data to inform differentiation
Key Improvement Strategy 1.c Evaluating impact on learning	Identify the impact of teaching practice on student achievement to strengthen student learning outcomes
Goal 2	To strengthen Numeracy outcomes for all students

Target 2.1	The percentage of students in the top two bands in Numeracy for Year 3 will be a minimum of 70% (up from 60%)
Target 2.2	The percentage of students in the top two bands in Numeracy for Year 5 will be a minimum of 64% (up from 54%)
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build teacher capabilities in the teaching of Numeracy
Key Improvement Strategy 2.b Curriculum planning and assessment	Embed a consistent whole school approach to teaching Numeracy
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Embed HITS within an inquiry approach
Key Improvement Strategy 2.d Evaluating impact on learning	Identify the impact of teaching practice on student achievement to strengthen student learning outcomes
Goal 3	To enhance student wellbeing, and agency and voice in their learning
Target 3.1	Results from the ATSS data will rise from 89% to 92% positive endorsement in self-regulation and goal setting
Target 3.2	Results from the ATSS data will rise from 81% to 85% positive endorsement in student voice and agency

Target 3.3	Results from the ATSS data will rise from 88% to 91% positive endorsement in sense of connectedness
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Build student and teacher understanding of the learning continuum and the next step of the learning
Key Improvement Strategy 3.b Empowering students and building school pride	Strengthen consistency of approach to student agency

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To enhance Literacy outcomes for all students	Yes	The percentage of students in the top two bands in Reading for Year 3 will be a minimum of 75% (up from 74%)	The percentage of students in the top two bands in Reading for Year 3 will be a minimum of 76% (2019 76%) (SSP 75%)
		The percentage of students in the top two bands in Reading for Year 5 will be a minimum of 62% (up from 48%)	The percentage of students in the top two bands in Reading for Year 5 will be a minimum of 58% (2019 54%) (SSP 62%)
		The percentage of students in the top two bands in Writing for Year 3 will be a minimum of 73% (up from 55%)	The percentage of students in the top two bands in Writing for Year 3 will be a minimum of 78% (2019 78%) (SSP 73%)
		The percentage of students in the top two bands in Writing for Year 5 will be a minimum of 40% (up from 24%)	The percentage of students in the top two bands in Writing for Year 5 will be a minimum of 37% (2019 34%) (SSP 40%)
To strengthen Numeracy outcomes for all students	Yes	The percentage of students in the top two bands in Numeracy for Year 3 will be a minimum of 70% (up from 60%)	The percentage of students in the top two bands in Numeracy for Year 3 will be a minimum of 65% (2019 60%) (SSP 70%)

		The percentage of students in the top two bands in Numeracy for Year 5 will be a minimum of 64% (up from 54%)	The percentage of students in the top two bands in Numeracy for Year 5 will be a minimum of 58% (2019 52%) (SSP 64%)
To enhance student wellbeing, and agency and voice in their learning	Yes	Results from the ATSS data will rise from 89% to 92% positive endorsement in self-regulation and goal setting	The positive endorsement in self-regulation and goal setting will be 92% in ATSS (2019 91%) (SSP 92%)
		Results from the ATSS data will rise from 81% to 85% positive endorsement in student voice and agency	The positive endorsement in student voice and agency will be 81% in ATSS (2019 77%) (SSP 85%)
		Results from the ATSS data will rise from 88% to 91% positive endorsement in sense of connectedness	The positive endorsement in sense of connectedness will be 90% in ATSS (2019 89%) (SSP 91%)

Goal 1	To enhance Literacy outcomes for all students
12 Month Target 1.1	The percentage of students in the top two bands in Reading for Year 3 will be a minimum of 76% (2019 76%) (SSP 75%)
12 Month Target 1.2	The percentage of students in the top two bands in Reading for Year 5 will be a minimum of 58% (2019 54%) (SSP 62%)
12 Month Target 1.3	The percentage of students in the top two bands in Writing for Year 3 will be a minimum of 78% (2019 78%) (SSP 73%)

12 Month Target 1.4	The percentage of students in the top two bands in Writing for Year 5 will be a minimum of 37% (2019 34%) (SSP 40%)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Embed a consistent whole school approach to teaching Literacy	Yes
KIS 2 Evaluating impact on learning	Build capabilities of teachers to utilize data to inform differentiation	No
KIS 3 Evaluating impact on learning	Identify the impact of teaching practice on student achievement to strengthen student learning outcomes	No
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.	Our self-evaluation against the FISO Continua of Practice noted that we have work to do in the area of student assessment and data literacy. This finding was consistent with our School Staff Survey results reflecting lack of teacher confidence in using data, feedback given by staff around moderation of student work samples, and our 2019 Panorama NAPLAN comparison to Teacher Judgement data. This is also supported by our SSP review which highlighted the use of data to inform planning to support differentiation and the focus on goal setting and ownership in the area of embedding student agency. The selection of this KIS builds on our 2018 and 2019 focus around developing consistency of practice across the school.	
Goal 2	To strengthen Numeracy outcomes for all students	
12 Month Target 2.1	The percentage of students in the top two bands in Numeracy for Year 3 will be a minimum of 65% (2019 60%) (SSP 70%)	
12 Month Target 2.2	The percentage of students in the top two bands in Numeracy for Year 5 will be a minimum of 58% (2019 52%) (SSP 64%)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Build teacher capabilities in the teaching of Numeracy	Yes

KIS 2 Curriculum planning and assessment	Embed a consistent whole school approach to teaching Numeracy	No
KIS 3 Evidence-based high-impact teaching strategies	Embed HITS within an inquiry approach	No
KIS 4 Evaluating impact on learning	Identify the impact of teaching practice on student achievement to strengthen student learning outcomes	No
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.	Our self-evaluation against the FISO Continua of Practice noted that we have work to do in the area of student assessment and data literacy. This finding was consistent with our School Staff Survey results reflecting lack of teacher confidence in using data, feedback given by staff around moderation of student work samples, and our 2019 Panorama NAPLAN comparison to Teacher Judgement data. This is also supported by our SSP review which highlighted the use of data to inform planning to support differentiation and the focus on goal setting and ownership in the area of embedding student agency. The selection of this KIS builds on our 2018 and 2019 focus around developing consistency of practice across the school.	
Goal 3	To enhance student wellbeing, and agency and voice in their learning	
12 Month Target 3.1	The positive endorsement in self-regulation and goal setting will be 92% in ATSS (2019 91%) (SSP 92%)	
12 Month Target 3.2	The positive endorsement in student voice and agency will be 81% in ATSS (2019 77%) (SSP 85%)	
12 Month Target 3.3	The positive endorsement in sense of connectedness will be 90% in ATSS (2019 89%) (SSP 91%)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Build student and teacher understanding of the learning continuum and the next step of the learning	No
KIS 2	Strengthen consistency of approach to student agency	Yes

Empowering students and building school pride		
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The SSP review highlighted the use of data to inform planning to support differentiation and the focus on goal setting and ownership in the area of embedding student agency. The selection of this KIS builds on our 2018 and 2019 focus around developing consistency of practice across the school and the documentation of how we embed agency across the school.	

Define Actions, Outcomes and Activities

Goal 1	To enhance Literacy outcomes for all students
12 Month Target 1.1	The percentage of students in the top two bands in Reading for Year 3 will be a minimum of 76% (2019 76%) (SSP 75%)
12 Month Target 1.2	The percentage of students in the top two bands in Reading for Year 5 will be a minimum of 58% (2019 54%) (SSP 62%)
12 Month Target 1.3	The percentage of students in the top two bands in Writing for Year 3 will be a minimum of 78% (2019 78%) (SSP 73%)
12 Month Target 1.4	The percentage of students in the top two bands in Writing for Year 5 will be a minimum of 37% (2019 34%) (SSP 40%)
KIS 1 Evidence-based high-impact teaching strategies	Embed a consistent whole school approach to teaching Literacy
Actions	<p>Embed understanding and implementation of the McKinnon instructional model, evidence-based pedagogy and assessment to support the effective differentiation of student learning.</p> <p>Embed a culture of learning and improvement to engage leaders, teachers and students in their growth and achievement.</p>
Outcomes	<p>STUDENTS:</p> <ul style="list-style-type: none"> • can articulate the goals of each lesson, and how they will know if they have successfully achieved them • can understand and self-assess their progress, and articulate what they need to learn next • can explain concepts and literacy skills to demonstrate their understanding in a range of contexts • discuss their progress during conferencing and explain what supports their learning <p>TEACHERS:</p> <ul style="list-style-type: none"> • demonstrate a deep knowledge of how literacy and language skills develop in early childhood through to adolescence • plan and implement lessons that include 'multiple exposures' to new knowledge • provide opportunities for students to record and present concepts to peers from all areas of the curriculum • conduct conferences to discuss student progress and give quality feedback • work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgement outcomes • analyse student data to reflect and review the impact of their practice on learning outcomes • identify and adopt differentiated pedagogical practices that meet the learning needs of their students including EAL students <p>LEADERS:</p> <ul style="list-style-type: none"> • provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during

	observations <ul style="list-style-type: none"> • support staff through professional learning and coaching conversations to deepen their understanding of the development of skills in students • model the use of the school's instructional model for the Professional Learning presented to staff • facilitate and support collaborative practices across the school • self-reflect against HITS continuum of practice and collect data on pre and post achievement 		
Success Indicators	Student work samples Teaching planning documents Moderated tasks and assessment tools Instructional feedback forms Data from Learning Walk Agendas and minutes from planning sessions indicating data informed discussions PDP Goals and feedback		
Activities and Milestones	Who	Is this a PL Priority	When
Engage in a variety of classroom observation, self-reflection and team teaching to improve practice in literacy teaching by seeking feedback from leadership including leading teachers, learning specialists and team leaders.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Support staff in planning and teaching and through PL using the McKinnon whole school Instructional Model as applied to teaching English developed.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Support staff in planning and PLs to identify and cater for the literacy needs of EAL students.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Support staff in planning and teaching and through PL to identify and explicitly teach the literacies associated with different learning areas particularly in PYP UOIs.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1

			to: Term 4
Whole school PL on Spelling (Tessa Daffern) and the development of a document of shared understanding on teaching spelling.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Parent Information Night focusing on supporting students' reading in Years 3 – 6.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2
Inducting new staff and supporting current staff in their use of literacy teaching tools such as Traits, SWI, Café.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2

Goal 2	To strengthen Numeracy outcomes for all students
12 Month Target 2.1	The percentage of students in the top two bands in Numeracy for Year 3 will be a minimum of 65% (2019 60%) (SSP 70%)
12 Month Target 2.2	The percentage of students in the top two bands in Numeracy for Year 5 will be a minimum of 58% (2019 52%) (SSP 64%)
KIS 1 Evidence-based high-impact teaching strategies	Build teacher capabilities in the teaching of Numeracy
Actions	Embed understanding and implementation of the teaching and learning model, evidence-based pedagogy and assessment to support the effective differentiation of student learning. Embed a culture of learning and improvement to engage leaders, teachers and students in their growth and achievement.
Outcomes	STUDENTS: • can set learning goals based on feedback from learning tasks

	<ul style="list-style-type: none"> • reflect on and articulate the progression of learning that has occurred during student led conferences • can use learning supports such as success criteria, worked examples and rubrics to critique their own and peer work • can articulate mathematical reasoning using written strategies to further support their thinking and understanding <p>TEACHERS:</p> <ul style="list-style-type: none"> • engage in rich discussions about student data and placement within a learning continuum • reflect upon their own pedagogical practice and use HITS continuum to plan for future improvement • participate in regular instructional coaching conversations focused on numeracy • expand their conceptual understanding of teaching numeracy to further promote curriculum fluency • utilise the four proficiencies when planning numeracy and for assessment of student learning <p>LEADERS:</p> <ul style="list-style-type: none"> • support use of Numeracy portal resources to guide planning and teaching • embed protocols to promote consistency in the use of student data during team planning time • guide the use of HITS continuum to reflect and set goals for future development • support the development of conceptual understanding of the curriculum through targeted professional sessions, team and individual coaching • development of school based documentation and resources that support the implementation and consistent use of evidence based strategies for teaching and learning 		
Success Indicators	<p>Student work samples Teaching planning documents Moderated tasks and assessment tools Instructional feedback forms Data from Learning Walk Agendas and minutes from planning sessions indicating data informed discussions PDP Goals and feedback</p>		
Activities and Milestones	Who	Is this a PL Priority	When
Join the MAV – Leading Whole School improvement in Numeracy for 2020 and 2021.	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Further support in enabling Numeracy Leader to guide planning and provide ongoing coaching of staff in the classroom.	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1

			to: Term 4
Further development of staff in self-assessing and goal setting using the HITS continuum, using this to guide staff PDP and to identify high quality practitioners, supporting them to become knowledgeable others via upskilling in providing instructional feedback.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Development of consistent understanding of lesson structure and embedding the instructional model within planning.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Developing planning protocols that focus on student data to facilitate differentiation within the classroom.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4

Goal 3	To enhance student wellbeing, and agency and voice in their learning
12 Month Target 3.1	The positive endorsement in self-regulation and goal setting will be 92% in ATSS (2019 91%) (SSP 92%)
12 Month Target 3.2	The positive endorsement in student voice and agency will be 81% in ATSS (2019 77%) (SSP 85%)
12 Month Target 3.3	The positive endorsement in sense of connectedness will be 90% in ATSS (2019 89%) (SSP 91%)
KIS 1 Empowering students and building school pride	Strengthen consistency of approach to student agency
Actions	Embed practice of student voice and agency across the school. Use Instructional Model to embed students' voice and agency.

<p>Outcomes</p>	<p>STUDENTS:</p> <ul style="list-style-type: none"> • can articulate what they need to do build a safe and supportive learning community and know what their responsibilities are • can articulate the goals of each lesson, and how they will know if they have successfully achieved them, and their next point of learning • can explain their thinking process and the strategies they used • can challenge stereotypes presented in media and understand the impact they may have on them and the audience • can identify and use known strategies to maintain their own wellbeing so they can continue to focus on learning • attend school regularly. <p>TEACHERS:</p> <ul style="list-style-type: none"> • plan and implement lessons including 'multiple exposures' to new knowledge • use a range of questioning strategies and thinking tools to promote cognitive challenge • work collaboratively with colleagues to identify high performing students, planning structured support to engage students in their learning • identify and adopt differentiated pedagogical practices within the Instructional Model that meet the learning needs of their students that are authentic and scaffold agency for learners • explicitly teach and assess Approaches to Learning to engage students • explicitly teach wellbeing strategies so students maintain focus on their learning • monitor absence data and late arrivals. Contacting families to discuss the impact on learning. <p>LEADERS:</p> <ul style="list-style-type: none"> • provide feedback through the observation feedback cycle • support staff through professional learning and coaching conversations • embed agency through team planning • highlight critical elements of student agency embedded in the instructional model through professional learning and instructional feedback 		
<p>Success Indicators</p>	<p>Student Attitude to School Survey Parent Opinion Survey Planning documents Team meeting minutes</p>		
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>

Explicitly connect understandings from professional learning (Jared Cooney Horvath) with the whole school instructional model and develop a set of actions to embed these across school	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4
Unpack elements within the Whole School instructional model that enhance student agency and the process for supporting Student Led Conferences.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Develop assessment tasks and rubrics that support the next step of learning for high achieving students. Planning documents will cater and reflect this process.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Incorporating greater levels of student agency in ILPs and SSG meetings by inviting students to attend and seeking their input.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Learning Walks and observations with focus how the physical environment enhances student agency. (e.g. physical space options, goal setting accessible and reflection prompts)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Induction of new staff through PYP PL and attendance of staff at PYP PL.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3
Focus on student ownership and agency by continuing to embed the process of goal setting and the student-led conferences	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Engage in a variety of classroom observation, self-reflection and team teaching to improve practice in literacy teaching by seeking feedback from leadership including leading teachers, learning specialists and team leaders.	<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"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Support staff in planning and teaching and through PL using the McKinnon whole school Instructional Model as applied to teaching English developed.	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Support staff in planning and PLs to identify and cater for the literacy needs of EAL students.	<input checked="" type="checkbox"/> Literacy Leader	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"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Whole school PL on Spelling (Tessa Daffern) and the development of a document of shared understanding on teaching spelling.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Tessa Daffern	<input checked="" type="checkbox"/> On-site

Join the MAV – Leading Whole School improvement in Numeracy for 2020 and 2021.	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants MAV <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Further development of staff in self-assessing and goal setting using the HITS continuum, using this to guide staff PDP and to identify high quality practitioners, supporting them to become knowledgeable others via upskilling in providing instructional feedback.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Explicitly connect understandings from professional learning (Jared Cooney Horvath) with the whole school instructional model and develop a set of actions to embed these across school	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Jared Cooney-Horvath	<input checked="" type="checkbox"/> On-site