

# 2023 Annual Implementation Plan

## for improving student outcomes

Furlong Park School For Deaf Children (5214)



Submitted for review by Lee Bullock (School Principal) on 06 July, 2023 at 03:48 PM  
Endorsed by Aaron Wolaniuk (Senior Education Improvement Leader) on 07 July, 2023 at 08:37 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	<p>2022 AIP analysis:</p> <p>99% of students will achieve the Measurement and Geometry goals in their Individual Learning Plans (from 98% in 2021) - 92%</p> <p>99% of students will achieve the Number and Algebra goals in their Individual Learning Plans (from 98% in 2021) - 98%</p> <p>1 years growth in Number and Algebra from 43% (2021) to 55% (2022) - 33%</p>
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	<p>Wellbeing: Baseline data of major incidents to be established - done</p> <p>AToSS - Stimulated Learning to 62% (2021) to 75% (2022) - Resilience 53% (2021) to 70% (2022)</p> <p>SSS - Promote student ownership of goals to 70% (2021) to 80% (2022)</p>
<p><b>Considerations for 2023</b></p>	<p>The focus of wellbeing and learning with specific focus on numeracy will be the focus for 2023. Teaching and learning - ensure that the momentum for embedding the Instructional Model is not stopped but continues in all lessons. The spotlight on numeracy will highlight specific needs in PL for both teachers and ES. Assessment - using the assessment schedule, we will continue to have consistent assessments that are discussed in PLT whilst investigating assessments that are relevant to our cohort. Leadership - the strategic direction and deployment of resources to focus on PBS and numeracy will need to occur to create a culture of high expectations and a positive, safe and orderly learning environment Engagement - The role of student leaders and the responsibilities they have to give students a voice needs to be refined and developed. Parents as partners can be developed through more on site events with parents and reestablishing of our Auslan courses for parents.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve student learning outcomes in Literacy.
<b>Target 2.1</b>	By 2023, 95% of students will achieve the Reading and Viewing goals in their Individual Learning Plans as informed by the Victorian Curriculum with baseline to be established in 2020.
<b>Target 2.2</b>	By 2023, 95% of students will achieve the Writing goals in their Individual Learning Plans as informed by the Victorian Curriculum with baseline to be established in 2020.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	To develop, create and embed a guaranteed and viable curriculum
<b>Key Improvement Strategy 2.b</b> Building practice excellence	To embed an Instructional Model

<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	To use formative assessment to set Individual Learning Goals
<b>Goal 3</b>	To improve student learning outcomes in Numeracy.
<b>Target 3.1</b>	By 2023, 95% of students will achieve the Number and Algebra goals in their Individual Learning Plans as informed by the Victorian Curriculum with baseline to be established in 2020.
<b>Target 3.2</b>	By 2023, 95% of students will achieve the Measurement and Geometry goals in their Individual Learning Plans as informed by the Victorian Curriculum with baseline to be established in 2020.
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	To develop, create and embed a guaranteed and viable curriculum
<b>Key Improvement Strategy 3.b</b> Building practice excellence	To build teacher capacity in Numeracy practice
<b>Key Improvement Strategy 3.c</b> Curriculum planning and assessment	To use formative assessment to set Individual Learning Goals
<b>Goal 4</b>	To improve student engagement in learning.
<b>Target 4.1</b>	By 2023, reduce the number of major incidents occurring with baseline to be established in Semester 2, 2020.

<b>Target 4.2</b>	<p>By 2023, increase the percentages of positive endorsement of the following factors:</p> <ul style="list-style-type: none"> <li>• AToSS: <ul style="list-style-type: none"> <li>○ Stimulated Learning from 88% (2019) to 95%</li> <li>○ Resilience from 62% (2019) to 80%</li> </ul> </li> <li>• SSS: <ul style="list-style-type: none"> <li>○ Promote student ownership of goals from 50% (2019) to 70%</li> <li>○ Believe student engagement is key to learning from 83% (2019) to 95%</li> </ul> </li> </ul>
<b>Key Improvement Strategy 4.a</b> Intellectual engagement and self-awareness	To embed the SWPBS framework
<b>Key Improvement Strategy 4.b</b> Health and wellbeing	To embed the “Respectful Relationships” program

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2023, 98% of students will achieve the English and Numeracy goals in their Individual Education Plans. By the end of Term 4 2023, reduce the number of major incidents occurring from the Term 1 2023.</p>
To improve student learning outcomes in Literacy.	No	By 2023, 95% of students will achieve the Reading and Viewing goals in their Individual Learning Plans as informed by the Victorian Curriculum with baseline to be established in 2020.	
		By 2023, 95% of students will achieve the Writing goals in their Individual Learning Plans as informed by the Victorian Curriculum with baseline to be established in 2020.	
To improve student learning outcomes in Numeracy.	No	By 2023, 95% of students will achieve the Number and Algebra goals in their Individual Learning Plans as informed by the Victorian Curriculum with baseline to be established in 2020.	
		By 2023, 95% of students will achieve the Measurement and Geometry goals in their Individual Learning Plans as informed by the Victorian Curriculum with baseline to be established in 2020.	



To improve student engagement in learning.	No	By 2023, reduce the number of major incidents occurring with baseline to be established in Semester 2, 2020.	
		<p>By 2023, increase the percentages of positive endorsement of the following factors:</p> <ul style="list-style-type: none"> <li>• AToSS: <ul style="list-style-type: none"> <li>○ Stimulated Learning from 88% (2019) to 95%</li> <li>○ Resilience from 62% (2019) to 80%</li> </ul> </li> <li>• SSS: <ul style="list-style-type: none"> <li>○ Promote student ownership of goals from 50% (2019) to 70%</li> <li>○ Believe student engagement is key to learning from 83% (2019) to 95%</li> </ul> </li> </ul>	

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
<b>12 Month Target 1.1</b>	By 2023, 98% of students will achieve the English and Numeracy goals in their Individual Education Plans. By the end of Term 4 2023, reduce the number of major incidents occurring from the Term 1 2023.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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 2023.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	By 2023, 98% of students will achieve the English and Numeracy goals in their Individual Education Plans. By the end of Term 4 2023, reduce the number of major incidents occurring from the Term 1 2023.
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Develop a schoolwide numeracy strategy. Establish consistent approaches to teaching practices of reading and writing.
<b>Outcomes</b>	<p>STUDENTS will:</p> <ul style="list-style-type: none"> <li>• Engage in lessons focused on new and adapted literacy initiatives (shape coding, reading strategies, phonics scope &amp; sequence).</li> <li>• Provide feedback on maths learning.</li> <li>• Provide feedback on newly established literacy strategies.</li> </ul> <p>STAFF will:</p> <ul style="list-style-type: none"> <li>• Consistently implement the schools Instructional Model including identified HITS (Lesson Structure).</li> <li>• Use assessments to monitor student progress and inform their teaching, and share maths assessment and teaching practices within their PLT.</li> <li>• Engage in PLT sessions to develop knowledge on shape coding to implement this strategy within classrooms.</li> <li>• Implement and teach the set of 'FPSDC Reading Strategies' within their classrooms.</li> <li>• Use and follow the FPSDC 'Phonics Scope &amp; Sequence' to identify and teach appropriate sequence of learning for auditory students.</li> </ul> <p>LEADERS will:</p> <ul style="list-style-type: none"> <li>• Support the evaluation of Mathematics teaching and learning and assessment practices.</li> <li>• Support the development of a schoolwide numeracy strategy.</li> <li>• Provide time and resources to support the implementation of literacy strategies.</li> <li>• Offer and provide teachers with opportunities for peer teaching, observation, coaching and modelling.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with speech and teaching staff to evaluate the learning outcomes achieved in relation to new strategies.</li> </ul>			
<b>Success Indicators</b>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>• Staff and Student feedback.</li> <li>• PM reading assessments (growth).</li> <li>• English work samples.</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>• Having vision/goals to help inform a school wide numeracy strategy</li> <li>• Semester 2 English data (Teacher judgements, IEPs, PM reading levels).</li> <li>• English work samples.</li> <li>• Staff and Student feedback.</li> <li>• Pre-post HITS survey results</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Provide Numeracy Leader with professional development opportunities.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Provide Educational Support Staff with professional development to build numeracy support capacity.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$500.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Review and evaluate current numeracy teaching and assessment practices. Provide PLT time for this (after school collaboration sessions).</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Provide professional development on 'shape coding' strategy and PLT time to support implementation.</p>	<p><input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create and distribute resources for reading strategies and phonics scope & sequence.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide opportunities for peer observation, team-teaching, coaching, modelling and collaborative planning (assistant principal, speech pathologist or teacher peer).	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Align class speech and learning intervention foci with 'shape coding' to support implementation of the strategy.	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Embed the Schoolwide Positive Behaviour Support (SWPBS) framework Implement the Resilience, Rights and Respectful Relationships curriculum			
<b>Outcomes</b>	Students articulate the four school values outlined in the SWPBS framework Students identify appropriate behaviours in different settings Students will engage in weekly RRRR lessons, completing all 8 topics in the year. Teachers develop social skills lessons to teach SWPBS expected behaviours Teachers understand the SWPBS philosophy and articulate the desired behaviours, and major and minor behaviours Teachers collect and collaboratively analyse student behaviour data Teachers use consistent language to discuss positive behaviours, and major and minor behaviours Teachers will timetable and teach using the RRRR resources provided Teachers will follow the RRRR schedule created by Furlong Park Leaders frequently monitor SWPBS behaviour data using Compass Leaders provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS			

	<p>Leaders will provide time for PD and collaboration of RRRR.          Parents/carers/kin understand the desired school behaviours and the procedures for responding to major and minor behaviours</p>			
<b>Success Indicators</b>	<p>Early Indicators          Expected behaviours are displayed prominently throughout the school          Engagement Plans are available on Compass          Lesson plans of RRRR are in every class          Use of SWPBS language evident in peer observations</p> <p>Late Indicators          Successful completion of the SWPBS Universal Prevention A implementation checklist, the SWPBS Self-assessment Survey, Students, staff and parent perception survey results          Tiered Fidelity Inventory and achievement of the SWPBS Silver award          Bank of Learning Tasks which align with our PBS matrix of expected behaviours          Checklist of completed PD of each staff member for RRRR and PBS</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise or there is a cause for celebration.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule appropriate professional learning for teachers and ES around SWPBS	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$500.00



	<input checked="" type="checkbox"/> SWPBS Leader/Team		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS coach	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Plan for and document the teaching of social skills each week in all classes	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise Learning Walks to observe staff practice and collect data on student experiences of SWPBS	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Update engagement plans and make them accessible	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Create a process for the ongoing collection of PBS lessons	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$17,597.50	\$17,597.50	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$27,861.25	\$27,861.25	\$0.00
<b>Total</b>	<b>\$45,458.75</b>	<b>\$45,458.75</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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<b>Totals</b>		\$0.00	
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### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Speech and language program	\$17,597.50
Schools mental health fund menu - items TBC once mental health professional is allocated	\$27,861.25
<b>Totals</b>	\$45,458.75

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Speech and language program	from: Term 1 to: Term 4	\$17,597.50	<input checked="" type="checkbox"/> School-based staffing
Schools mental health fund menu - items TBC once mental health professional is allocated	from: Term 1	\$0.00	

	to: Term 4		
<b>Totals</b>		\$17,597.50	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Speech and language program	from: Term 1 to: Term 4		
Schools mental health fund menu - items TBC once mental health professional is allocated	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Speech and language program	from: Term 1 to: Term 4	\$0.00	
Schools mental health fund menu - items TBC once mental health professional is allocated	from: Term 1 to: Term 4	\$27,861.25	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Build staff capacity (conference, course, seminar)</li> </ul>

<b>Totals</b>		\$27,861.25	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide Numeracy Leader with professional development opportunities.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Provide Educational Support Staff with professional development to build numeracy support capacity.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Review and evaluate current numeracy teaching and assessment practices. Provide PLT time for this (after school collaboration sessions).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Provide professional development on "shape coding' strategy and PLT time to support implementation.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site



Create and distribute resources for reading strategies and phonics scope & sequence.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Schedule appropriate professional learning for teachers and ES around SWPBS	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site