

# 2019 Annual Implementation Plan

## for improving student outcomes

Kensington Primary School (2374)



Submitted for review by Bridget McLaughlin (School Principal) on 23 May, 2019 at 03:54 PM  
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 26 June, 2019 at 01:18 PM  
Endorsed by Jonathan Orr (School Council President) on 14 August, 2019 at 02:49 PM

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	<p>Teachers have examined the FISO continuum initially focusing on the domain of Excellence of Teaching and Learning. Teachers have examined the stage at which we have been assessed in relation to the 2018 School Review feedback. Key areas to be identified by staff was understanding the curriculum and the instructional practices to deliver a rigorous teaching and learning program, so that a targeted and differentiated teaching and learning program is planned for and delivered, which is informed by data. The engagement of students in their learning was examined using the ATSS and an inquiry into how students can be more involved in their learning is being explored and planned for. Other areas highlighted by staff was the monitoring of teacher practice and student outcomes, examining the development of team cultures, the use of data, peer support and the expertise of staff members as mentors. The consistency of PLCs (Professional Learning Communities) was discussed with a focus on the purpose, the structure, the data examined as well as the forum for professional learning. Teachers discussed the use of purposeful assessment and how we are using this knowledge about student achievement to set learning goals and provide feedback to students about their next learning goal. Whole school moderation was also discussed with a focus of developing consistency of practice across year levels. Teachers also discussed the need to ensure that the instructional models across all teaching and learning domains as well as the instructional practices were continually developed through professional learning and professional reflection. All teachers believe that all students need to</p>
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	<p>be provided with the opportunities to extend their learning.</p>
<p><b>Considerations for 2019</b></p>	<p>Teachers have examined the FISO continuum initially focusing on the domain of Excellence of Teaching and Learning. Teachers have examined the stage at which we have been assessed in relation to the 2018 School Review feedback. Teachers have undertaken professional learning and the implementation of the first 20 days to establish routines and high expectations. A strong focus was placed on developing clear instructional models across all areas of learning. Professional learning for all teaching staff has been focused on learning goals and success criteria facilitated by Leonie Dodd. Learning Walks have been initiated to observe teacher practice and to gain an understanding as to the consistency of non-negotiables. A curriculum day was facilitated by Claire McKeown to examine the instructional practices which hang in the instructional model, as well as provide teachers with the opportunities to explore the instructional practices using the DET Literacy Portal. Writing is an area which will be a high priority in the next Strategic plan. Professional learning and support will be undertaken to ensure teachers are informed as to best practice and have the opportunity to further develop their capacity.</p> <p>In 2019 a School Improvement Team has been established to lead year levels ensure support with planning and assessment, monitoring student growth and evaluating the on-going formative and summative assessment practices to ensure targeted teaching. Teams have worked with a regional data coach to unpack cohort data across all curriculum areas to inform planning and targeting students' needs.</p> <p>All staff have been involved in professional learning with Maria Ruberto a psychologist to explore collaboration and the development of positive relationships between all staff members to guide behaviors which focus on the professional and positive. Members of the SIT are participating in professional learning to further develop the capacity of all staff.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve the learning growth of every student in Literacy and Numeracy
<b>Target 1.1</b>	<p>By 2022 Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAP bands in literacy/numeracy to be:</p> <p><b>Writing</b> - Year 3 - 70% (57 students) Year 5 - 33% (24 students)</p> <p><b>Reading</b> - Year 3 - 92% - (75 Students) Year 5 - 76% (55 students)</p> <p><b>Numeracy</b> Year 3 - 72% - (59 students) Year 5 - 66% (48 students)</p>
<b>Target 1.2</b>	<p>By 2022 Decrease the percentage of students in Years 3 and 5 achieving in the lower 2 NAP bands in literacy/numeracy to be:</p> <p><b>Writing</b> - Year 3 - 0% (0 students) Year 5 - 0% (0 students)</p> <p><b>Reading</b> - Year 3 - 0% - (0 Students) Year 0 - 0% (0 students)</p> <p><b>Numeracy</b> Year 3 - 0% - (0 students) Year 5 - 6% (4 students)</p>
<b>Target 1.3</b>	<p>By 2022 the percentage of Year 5 students assessed as high relative growth in NAPLAN writing and numeracy to be:</p> <p>Writing - Year 3 - 70% Year 5 - 33%</p> <p>Reading - Yera 3 - 92% Year 5 - 76%</p> <p>Numeracy - Year 3 - 72% Year 5 - 66%</p>

<p><b>Target 1.4</b></p>	<p>By 2022 increase the percentage of Year 5 students moving from low to medium, and medium to high relative growth in NAPLAN literacy/numeracy to be:</p> <p>Writing - Year 3 - Year 5 - 36% - 26 students</p> <p>Numeracy - Year 3 - Year 5 38% - 27 students</p>																												
<p><b>Target 1.5</b></p>	<p>By 2022, increase the percentage of Foundation to Year 6 students at or above the expected level in literacy/numeracy according to teacher judgements to</p> <table border="1" data-bbox="667 746 1991 1027"> <thead> <tr> <th></th> <th>Kensington – 2018</th> <th>Similar schools 2018</th> <th>Targets</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>94%</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Speaking &amp; Listening</td> <td>97%</td> <td>98%</td> <td>98%</td> </tr> <tr> <td>Writing</td> <td>91%</td> <td>93%</td> <td>93%</td> </tr> <tr> <td>Number</td> <td>93%</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Measurement &amp; Geo</td> <td>95%</td> <td>96%</td> <td>96%</td> </tr> <tr> <td>Statistics</td> <td>92%</td> <td>97%</td> <td>97%</td> </tr> </tbody> </table>		Kensington – 2018	Similar schools 2018	Targets	Reading	94%	95%	95%	Speaking & Listening	97%	98%	98%	Writing	91%	93%	93%	Number	93%	95%	95%	Measurement & Geo	95%	96%	96%	Statistics	92%	97%	97%
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<p><b>Key Improvement Strategy 1.a</b> Building practice excellence</p>	<p>Develop and embed evidence-based strategies that support the planning and delivery of effective differentiation to improve student outcomes through a school wide instructional model. (BPE). Teachers will participate in professional learning focused on the function and process of a PLC.</p>																												
<p><b>Key Improvement Strategy 1.b</b> Building leadership teams</p>	<p>Increase the capacity of all staff to build consistency of practice to improve student learning outcomes through implementation of a school wide pedagogical model (BLT)</p>																												

<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Refine & embed a Guaranteed and Viable curriculum incorporating reading, writing and numeracy that aligns with the Vic Teaching & learning outline (CPA)
<b>Goal 2</b>	To improve student engagement, agency and voice in learning
<b>Target 2.1</b>	By 2022 increase the percentage of positive endorsement for the <i>Positive Climate for Learning</i> factor of <i>student agency and voice</i> on the 4-6 Student Attitudes to School Survey
<b>Target 2.2</b>	By 2022 increase the percentage of positive endorsement for factor of <i>student agency and voice</i> on the Parent Opinion Survey to be 80% or higher on average over the four years of the SSP
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Build teacher capacity to implement practices that promote student agency & voice (ESBSP)
<b>Key Improvement Strategy 2.b</b> Setting expectations and promoting inclusion	Deepen and strengthen staff data literacy to effectively underpin the provision of personalized learning (SEPI)
<b>Goal 3</b>	To develop engaged, active, well balanced and resilient students across the school.
<b>Target 3.1</b>	<p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Stimulated learning from 11.3 to 70 or above</p> <p>To improve the positive endorsement of 4-6 year students for a Stimulated learning from 66% to 85%</p> <p>To decrease the not positive endorsement of 4-6 year students for a Stimulated learning from 15% to 5%</p> <p>To decrease the neutral endorsement of 4-6 year students for a Stimulated learning from 18% to 6%</p>

<b>Target 3.2</b>	Improve the overall percentage of positive endorsement for the component of school leadership on the SOS to above 85 per cent.
<b>Target 3.3</b>	By 2022, improve the percentage of positive endorsement on School Staff Survey (SSS) school climate module scores for the components, teacher collaboration to have increased from 43.3% (2018) to 86% in (2022). The component of a guaranteed and viable curriculum to have increased from 48.3% to be 85% or higher on average over the four years of the SSP.
<b>Key Improvement Strategy 3.a</b> Vision, values and culture	To deepen a whole school shared understanding of the school vision of excellence in learning and teaching improvement cycle
<b>Key Improvement Strategy 3.b</b> Building leadership teams	Embed a collegiate, professional and supportive working culture that deepens the capacity of all staff to have a shared collective responsibility for improving student learning and teacher practice (BLT)
<b>Key Improvement Strategy 3.c</b> Building leadership teams	Develop the capacity of all staff to be collaborative members identifying with the Kensington PS community. (BLT)



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve the learning growth of every student in Literacy and Numeracy	Yes	<p>By 2022 Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAP bands in literacy/numeracy to be:</p> <p><b>Writing</b> - Year 3 - 70% (57 students) Year 5 - 33% (24 students)</p> <p><b>Reading</b> - Year 3 - 92% - (75 Students) Year 5 - 76% (55 students)</p> <p><b>Numeracy</b> Year 3 - 72% - (59 students) Year 5 - 66% (48 students)</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>2019 increase the % of students in Yr 3 &amp; Yr 5 achieving the top 2 Bands            2019 Writing Year 3 - 63% - 45 students            Year 5 - 27% 14 students            2019 Reading Year 3 - 89% - 63 students            Year 5 - 70% 37 students            2019 Numeracy Year 3 - 69% - 49 students Year 5 - 63% 34 students</p> <p>Teachers will participate in professional learning focused on delivering a consistent instructional model across all domains and to develop their capacity to implement the instructional practices. On going formative and summative assessments will be undertaken to ensure students are developing decoding and comprehension strategies. Fountus &amp; Pinnell reading data is displayed on a data wall as evidence for cohort instruction as well as identifying students working well above and below the expected levels. Students working 6 months and below the expected level will participate in the LLI program. All students' skills and understandings have been assessed using the MOLI for</p>

			<p>students from Foundation to Year 2 and On-Demand for students in year 3 - 6. The assessment data was compared with teacher judgement. Two learning specialists are participating in professional development undertaking the Primary Mathematics and Science Initiative, which is a 2 year program, to build the pedagogical knowledge of teachers to plan for a deliver a rigorous numeracy program. Teachers have worked with a data coach to develop an understanding of the cohort data based on NAPLAN and teacher judgement, to further understand and plan for the needs of all students and provide a differentiated curriculum.</p>
		<p>By 2022 Decrease the percentage of students in Years 3 and 5 achieving in the lower 2 NAP bands in literacy/numeracy to be:</p> <p><b>Writing</b> - Year 3 - 0% (0 students) Year 5 - 0% (0 students)</p> <p><b>Reading</b> - Year 3 - 0% - (0 Students) Year 0 - 0% (0 students)</p> <p><b>Numeracy</b> Year 3 - 0% - (0 students) Year 5 - 6% (4 students)</p>	<p>2019 decrease the % of students in Yr 3 &amp; Yr 5 achieving the lower 2 Bands  2019 Writing Year 3 - 3% - 2 students  Year 5 - 6% 3 students  2019 Reading Year 3 - 2% - 1 student  Year 5 - 6% 3 students  2019 Numeracy Year 3 - 6% - 4 students  Year 5 - 9% 5 students</p> <p>On going formative and summative assessments will be undertaken to ensure students are developing decoding and comprehension strategies. Fountus &amp; Pinnell reading data is displayed on a data wall as evidence for cohort instruction as well as identifying students working well above and below the</p>

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		<p>By 2022 the percentage of Year 5 students assessed as high relative growth in NAPLAN writing and numeracy to be:</p> <p>Writing - Year 3 - 70% Year 5 - 33%</p> <p>Reading - Year 3 - 92% Year 5 - 76%</p> <p>Numeracy - Year 3 - 72% Year 5 - 66%</p>	<p>In 2019 the percentage of Year 5 students assessed as high relative growth in NAPLAN writing and numeracy to be:  Writing - Year 3 - 5 - 32% - 17 Students  Numeracy - Year 3 -5 - 32% - 17 Students</p> <p>2019 increase the percentage of Year 5 students moving from low to medium, and medium to high relative growth in NAPLAN literacy/numeracy</p> <p>A curriculum day was facilitated to develop a scope and sequence chart focused on narrative and persuasive texts. Teachers have also been provided with the opportunity to investigate the</p>

			<p>instructional practices presented on the literacy portal. On-going opportunities will be timetabled so that teachers will use the Literacy Portal as a resource base. Members of the SIT team will be undertaking the leading literacy PD through BASTOW to further develop the capacity of teachers.</p>								
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To improve student engagement, agency and voice in learning	Yes	By 2022 increase the percentage of positive endorsement for the <i>Positive Climate for Learning</i> factor of <i>student agency and voice</i> on the 4-6 Student Attitudes to School Survey	A focus on inquiry based learning has been implemented to develop the independence as well as essential skills for students to drive their learning further. An emphasis has been placed on unpacking the learning assets presented by Kath Murdoch during a curriculum day to develop students' understandings of themselves as learners. Goal setting and achieving the success criteria set are also consistent practices teachers are delivering. Students are being encourage to reflect on their own learning and self monitor their achievements. Feedback between teacher and student, student and student as well as student and																				

			teacher is being monitored and refined.
		By 2022 increase the percentage of positive endorsement for factor of <i>student agency and voice</i> on the Parent Opinion Survey to be 80% or higher on average over the four years of the SSP	To communicate the learning that is being undertaken across the school, parents are being invited to attend open mornings and afternoons to see the teaching and learning that is taking place. 2019 has also seen the introduction of portfolios to inform parents as to the work being undertaken as well as the achievement levels.
To develop engaged, active, well balanced and resilient students across the school.	Yes	<p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Stimulated learning from 11.3 to 70 or above</p> <p>To improve the positive endorsement of 4-6 year students for a Stimulated learning from 66% to 85%</p> <p>To decrease the not positive endorsement of 4-6 year students for a Stimulated learning from 15% to 5%</p> <p>To decrease the neutral endorsement of 4-6 year students for a Stimulated learning from 18% to 6%</p>	To develop a culture where students are actively engaged in their learning, setting goals, responding to feedback and working towards mastery of key understandings and skills. To establish an inquiry culture at Kensington Primary so that students develop the skills to pose wonderings and work through a cycle of inquiry. Students have been introduced to the 'learner assets' to develop an understanding of the dispositions required for active learning. Teachers have participated in workshops with Kath Murdoch to develop a consistent understanding as to the cycle of inquiry and the learner assets to develop independent and confident learners.
		Improve the overall percentage of positive endorsement for the component of school leadership on the SOS to above 85 per cent.	In 2019 three Learning Specialists were employed to ensure the consistency of practice in each classroom, ensuring a clear instructional model, consistent instructional practices as well as support throughout planning, professional

			<p>learning and PLC meetings. The School Improvement Team meets regularly to discuss the alignment of the SSP, AIP and teachers' professional goals. The School Improvement Team is focused on delivering a consistent message of high expectations. PLC meetings are attend by the assistant principal and principal to support the professional learning of teams as well as individual teachers. Coaching has commenced to support teachers develop their pedagogical knowledge as well as supporting specific goals.</p>
		<p>By 2022, improve the percentage of positive endorsement on School Staff Survey (SSS) school climate module scores for the components, teacher collaboration to have increased from 43.3% (2018) to 86% in (2022). The component of a guaranteed and viable curriculum to have increased from 48.3% to be 85% or higher on average over the four years of the SSP.</p>	<p>In 2019 a focus on professional learning as well as distributive leadership has been a priority. A School Improvement Team has been established consisting of the principal, assistant principal, learning specialists and business manager. Weekly meetings are timetabled to ensure the discussion of data, student growth, expectations and teacher support is discussed. Data is examined and discussed at grade, cohort and whole school level. Professional Learning is being undertaken by teachers to build their capacity and support the delivery of a research based engaging curriculum. Teachers are participating in the leading Literacy PD through BASTOW and the Primary mathematics and Science Initiative. Teachers involved in this professional practice are facilitating the delivery of curriculum days, staff professional learning meetings and PLC</p>

			meetings to inform and support their colleagues.
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<b>Goal 1</b>	To improve the learning growth of every student in Literacy and Numeracy
<b>12 Month Target 1.1</b>	<p>2019 increase the % of students in Yr 3 &amp; Yr 5 achieving the top 2 Bands  2019 Writing Year 3 - 63% - 45 students Year 5 - 27% 14 students  2019 Reading Year 3 - 89% - 63 students Year 5 - 70% 37 students  2019 Numeracy Year 3 - 69% - 49 students Year 5 - 63% 34 students</p> <p>Teachers will participate in professional learning focused on delivering a consistent instructional model across all domains and to develop their capacity to implement the instructional practices. On-going formative and summative assessments will be undertaken to ensure students are developing decoding and comprehension strategies. Fountus &amp; Pinnell reading data is displayed on a data wall as evidence for cohort instruction as well as identifying students working well above and below the expected levels. Students working 6 months and below the expected level will participate in the LLI program.</p> <p>All students' skills and understandings have been assessed using the MOLI for students from Foundation to Year 2 and On-Demand for students in year 3 - 6. The assessment data was compared with teacher judgement. Two learning specialists are participating in professional development undertaking the Primary Mathematics and Science Initiative, which is a 2 year program, to build the pedagogical knowledge of teachers to plan for a deliver a rigorous numeracy program. Teachers have worked with a data coach to develop an understanding of the cohort data based on NAPLAN and teacher judgement, to further understand and plan for the needs of all students and provide a differentiated curriculum.</p>
<b>12 Month Target 1.2</b>	<p>2019 decrease the % of students in Yr 3 &amp; Yr 5 achieving the lower 2 Bands  2019 Writing Year 3 - 3% - 2 students Year 5 - 6% 3 students  2019 Reading Year 3 - 2% - 1 student Year 5 - 6% 3 students  2019 Numeracy Year 3 - 6% - 4 students Year 5 - 9% 5 students</p> <p>On going formative and summative assessments will be undertaken to ensure students are developing decoding and comprehension strategies. Fountus &amp; Pinnell reading data is displayed on a data wall as evidence for cohort instruction as well as identifying students working well above and below the expected levels. Students working 6 months and below the expected level will participate in the LLI program.</p> <p>All students' skills and understandings have been assessed using the MOLI for students from Foundation to Year 2 and On-Demand for students in year 3 - 6. The assessment data was compared with teacher judgement. Two learning specialists are</p>



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<b>12 Month Target 1.3</b>	<p>In 2019 the percentage of Year 5 students assessed as high relative growth in NAPLAN writing and numeracy to be:  Writing - Year 3 - 5 - 32% - 17 Students  Numeracy - Year 3 - 5 - 32% - 17 Students  In 2019 increase the percentage of Year 5 students moving from low to medium, and medium to high relative growth in NAPLAN literacy/numeracy  A curriculum day was facilitated to develop a scope and sequence chart focused on narrative and persuasive texts. Teachers have also been provided with the opportunity to investigate the instructional practices presented on the literacy portal. On-going opportunities will be timetabled so that teachers will use the Literacy Portal as a resource base. Members of the SIT team will be undertaking the leading literacy PD through BASTOW to further develop the capacity of teachers.</p>
<b>12 Month Target 1.4</b>	<p>In 2019 the planning for targeted differentiation is a key element when discussing data as well as the key skills and understandings consolidated by students. Student data is examined regularly looking at pre and post tests as well as formative data to inform teaching. A teacher is employed to teach a literacy intervention program targeting students 6 months or more below the expected standard. A teacher is also supporting an extension program in the year 5-6 area initially to promote extension in numeracy with a vision to extend into the junior years. Teachers are examining the curriculum as well as developmentally sequenced teaching and learning to support students to further develop their capacity horizontally and vertically.</p>
<b>12 Month Target 1.5</b>	<p>2019 - Foundation to Year 6 students at or above the expected level in literacy/numeracy according to teacher judgements.  Reading - 95%  Speaking &amp; listening - 98%  Writing - 93%  Number - 95%  Measurement &amp; Geo - 96%  statistics - 97%  Teachers have been asked to provide indicative data prior to Semester reports to analyze the achievement levels of students using both summative and formative assessment to triangulate data. The structures of the PLC are to encourage teachers to discuss student achievement based on work samples and success criteria. A guaranteed and viable curriculum has been developed in the domains of mathematics and reading, with the commencement of a writing scope and sequence focused on narrative and persuasive texts. A focus on students achieving essential learnings has been a focus when planning and assessing student growth.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop and embed evidence-based strategies that support the planning and delivery of effective differentiation to improve student outcomes through a school wide instructional model. (BPE). Teachers will participate in professional learning focused on the function and process of a PLC.	Yes
<b>KIS 2</b> Building leadership teams	Increase the capacity of all staff to build consistency of practice to improve student learning outcomes through implementation of a school wide pedagogical model (BLT)	Yes
<b>KIS 3</b> Curriculum planning and assessment	Refine & embed a Guaranteed and Viable curriculum incorporating reading, writing and numeracy that aligns with the Vic Teaching & learning outline (CPA)	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Feedback from the 2018 school review noted inconsistencies in the instructional model delivered by teachers. The panel found the lack of an instructional framework impacted the effectiveness of, and hindered implementation of writing instruction. The commencement of the 2019 year saw the implementation of the First 20 days to develop consistent routines and high expectations.</p> <p>Three Learning Specialists, the Assistant Principal and Principal attend planning sessions to ensure consistency of planning. The development of a consistent approach to planning, the use of data as well as differentiation focused on the curriculum is a key focus for 2019 and the new Strategic plan. The continual development and focus on ensuring the essential learnings are fully consolidated for all students. Teachers have had the opportunity to work with a regional data coach to examine the cohort data. To ensure new staff and in particular graduate staff are well supported, a series of induction meetings have been scheduled throughout the term with a focus on teaching and learning. It was observed by the Review Panel that PLCs resulted in a growing culture amongst staff - share critical reflections and participate in focused professional dialogue about effective learning and teaching. It was observed that the focus of teams was not consistent at all year levels and that not all teams operated the same. It was observed that administration matters sometimes eroded the amount of time dedicated to analysis of data and planning instruction. It was also noted that a consistent understanding of inquiry was not consistent across the school.</p>	
<b>Goal 2</b>	To improve student engagement, agency and voice in learning	
<b>12 Month Target 2.1</b>	A focus on inquiry based learning has been implemented to develop the independence as well as essential skills for students to drive their learning further. An emphasis has been placed on unpacking the learning assets presented by Kath Murdoch during a curriculum day to develop students' understandings of themselves as learners. Goal setting and achieving the	

	success criteria set are also consistent practices teachers are delivering. Students are being encourage to reflect on their own learning and self-monitor their achievements. Feedback between teacher and student, student and student as well as student and teacher is being monitored and refined.
<b>12 Month Target 2.2</b>	To communicate the learning that is being undertaken across the school, parents are being invited to attend open mornings and afternoons to see the teaching and learning that is taking place. 2019 has also seen the introduction of portfolios to inform parents as to the work being undertaken as well as the achievement levels.
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Build teacher capacity to implement practices that promote student agency & voice (ESBSP) Yes
<b>KIS 2</b> Setting expectations and promoting inclusion	Deepen and strengthen staff data literacy to effectively underpin the provision of personalised learning (SEPI) 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.	The Attitude to School Survey has consistently trended down and is an area that all staff recognize as an area for further exploration. Feedback from parents also suggests that students are not wholly engaged in their learning and that work was too easy or not challenging enough. Evidence from the Review also highlighted that feedback and reflection practices though evident in classrooms at some level, were not always clearly understood or utilized effectively by all teachers. There was also the observation and discussion that there was limited student voice in the construction of success criteria prior to the commencement of a unit of work. Feedback also included that there was restricted potential to engage students in critically thinking about their learning and to effectively pursue self-directed learning. The review panel commented that a focus on strengthening teachers' and students' understanding of feedback tools, giving students a greater say in their learning, should be a priority focus in the new Strategic school Plan.
<b>Goal 3</b>	To develop engaged, active, well balanced and resilient students across the school.
<b>12 Month Target 3.1</b>	To develop a culture where students are actively engaged in their learning, setting goals, responding to feedback and working towards mastery of key understandings and skills. To establish an inquiry culture at Kensington Primary so that students develop the skills to pose wonderings and work through a cycle of inquiry. Students have been introduced to the 'learner

	assets' to develop an understanding of the dispositions required for active learning. Teachers have participated in workshops with Kath Murdoch to develop a consistent understanding as to the cycle of inquiry and the learner assets to develop independent and confident learners.	
<b>12 Month Target 3.2</b>	In 2019 three Learning Specialists were employed to ensure the consistency of practice in each classroom, ensuring a clear instructional model, consistent instructional practices as well as support throughout planning, professional learning and PLC meetings. The School Improvement Team meets regularly to discuss the alignment of the SSP, AIP and teachers' professional goals. The School Improvement Team is focused on delivering a consistent message of high expectations. PLC meetings are attend by the assistant principal and principal to support the professional learning of teams as well as individual teachers. Coaching has commenced to support teachers develop their pedagogical knowledge as well as supporting specific goals.	
<b>12 Month Target 3.3</b>	In 2019 a focus on professional learning as well as distributive leadership has been a priority. A School Improvement Team has been established consisting of the principal, assistant principal, learning specialists and business manager. Weekly meetings are timetabled to ensure the discussion of data, student growth, expectations and teacher support is discussed. Data is examined and discussed at grade, cohort and whole school level. Professional Learning is being undertaken by teachers to build their capacity and support the delivery of a research based engaging curriculum. Teachers are participating in the leading Literacy PD through BASTOW and the Primary mathematics and Science Initiative. Teachers involved in this professional practise are facilitating the delivery of curriculum days, staff professional learning meetings and PLC meetings to inform and support their colleagues.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Vision, values and culture	To deepen a whole school shared understanding of the school vision of excellence in learning and teaching improvement cycle	Yes
<b>KIS 2</b> Building leadership teams	Embed a collegiate, professional and supportive working culture that deepens the capacity of all staff to have a shared collective responsibility for improving student learning and teacher practice (BLT)	Yes
<b>KIS 3</b> Building leadership teams	Develop the capacity of all staff to be collaborative members identifying with the Kensington PS community. (BLT)	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.

Feedback from the 2018 School review noted that staff indicated a need for further opportunities for a greater collaboration as well as distributive leadership. It was also noted that for some staff the whole school vision as well as collective responsibility for improving student outcomes was unclear. It was suggested that the planning for the identification and the building of strategies to support the whole school vision will play a vital role to ensure all staff and students are successful. A strong focus has been placed on understanding and using data, so that teachers are informed as to the needs and achievements of students and are therefore planning for targeted instruction. Teachers asked the four questions - What do we want our children to learn? How will we know they have learnt it?, How will we respond when some children have not learned it? How can we extend and enrich the learning for students who have demonstrated proficiency? Teachers have worked in teams led by a learning specialist, assistant principal and supported by the principal to develop engaging, developmentally appropriate units of work across all teaching and learning domains. Teachers have and will continue to work with a Regional data coach to understand NAPLAN data, as well as teacher judgement data and specific data such as Maths on Line, On-demand , ATSS, etc. Teaching teams will continue to work with a consultant from the Australian Mathematical and Science Institute to further develop pedagogical knowledge, assessment practices, as well as engagement in the domain of mathematics. Teachers are working with Kath Murdoch to further develop a consistent approach to an inquiry pedagogy, to promote active and engaged learners who are developing the skills and dispositions to be independent learners. Teachers are working towards communicating with the community about the learning which is being undertaken providing opportunities for class visits and information sessions.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve the learning growth of every student in Literacy and Numeracy
<b>12 Month Target 1.1</b>	<p>2019 increase the % of students in Yr 3 &amp; Yr 5 achieving the top 2 Bands          2019 Writing Year 3 - 63% - 45 students Year 5 - 27% 14 students          2019 Reading Year 3 - 89% - 63 students Year 5 - 70% 37 students          2019 Numeracy Year 3 - 69% - 49 students Year 5 - 63% 34 students</p> <p>Teachers will participate in professional learning focused on delivering a consistent instructional model across all domains and to develop their capacity to implement the instructional practices. On-going formative and summative assessments will be undertaken to ensure students are developing decoding and comprehension strategies. Fountus &amp; Pinnell reading data is displayed on a data wall as evidence for cohort instruction as well as identifying students working well above and below the expected levels. Students working 6 months and below the expected level will participate in the LLI program.</p> <p>All students' skills and understandings have been assessed using the MOLI for students from Foundation to Year 2 and On-Demand for students in year 3 - 6. The assessment data was compared with teacher judgement. Two learning specialists are participating in professional development undertaking the Primary Mathematics and Science Initiative, which is a 2 year program, to build the pedagogical knowledge of teachers to plan for a deliver a rigorous numeracy program. Teachers have worked with a data coach to develop an understanding of the cohort data based on NAPLAN and teacher judgement, to further understand and plan for the needs of all students and provide a differentiated curriculum.</p>
<b>12 Month Target 1.2</b>	<p>2019 decrease the % of students in Yr 3 &amp; Yr 5 achieving the lower 2 Bands          2019 Writing Year 3 - 3% - 2 students Year 5 - 6% 3 students          2019 Reading Year 3 - 2% - 1 student Year 5 - 6% 3 students          2019 Numeracy Year 3 - 6% - 4 students Year 5 - 9% 5 students</p> <p>On going formative and summative assessments will be undertaken to ensure students are developing decoding and comprehension strategies. Fountus &amp; Pinnell reading data is displayed on a data wall as evidence for cohort instruction as well as identifying students working well above and below the expected levels. Students working 6 months and below the expected level will participate in the LLI program.</p> <p>All students' skills and understandings have been assessed using the MOLI for students from Foundation to Year 2 and On-Demand for students in year 3 - 6. The assessment data was compared with teacher judgement. Two learning specialists are participating in professional development undertaking the Primary Mathematics and Science Initiative, which is a 2 year program, to build the pedagogical knowledge of teachers to plan for a deliver a rigorous numeracy program. A PLC model has been introduced and will be</p>

	<p>further refined to ensure that work samples, data and the developmentally appropriate stages of teaching learning are planned for by all teachers.</p>
<p><b>12 Month Target 1.3</b></p>	<p>In 2019 the percentage of Year 5 students assessed as high relative growth in NAPLAN writing and numeracy to be:  Writing - Year 3 - 5 - 32% - 17 Students  Numeracy - Year 3 - 5 - 32% - 17 Students  In 2019 increase the percentage of Year 5 students moving from low to medium, and medium to high relative growth in NAPLAN literacy/numeracy  A curriculum day was facilitated to develop a scope and sequence chart focused on narrative and persuasive texts. Teachers have also been provided with the opportunity to investigate the instructional practices presented on the literacy portal. On-going opportunities will be timetabled so that teachers will use the Literacy Portal as a resource base. Members of the SIT team will be undertaking the leading literacy PD through BASTOW to further develop the capacity of teachers.</p>
<p><b>12 Month Target 1.4</b></p>	<p>In 2019 the planning for targeted differentiation is a key element when discussing data as well as the key skills and understandings consolidated by students. Student data is examined regularly looking at pre and post tests as well as formative data to inform teaching. A teacher is employed to teach a literacy intervention program targeting students 6 months or more below the expected standard. A teacher is also supporting an extension program in the year 5-6 area initially to promote extension in numeracy with a vision to extend into the junior years. Teachers are examining the curriculum as well as developmentally sequenced teaching and learning to support students to further develop their capacity horizontally and vertically.</p>
<p><b>12 Month Target 1.5</b></p>	<p>2019 - Foundation to Year 6 students at or above the expected level in literacy/numeracy according to teacher judgements.  Reading - 95%  Speaking &amp; listening - 98%  Writing - 93%  Number - 95%  Measurement &amp; Geo - 96%  statistics - 97%  Teachers have been asked to provide indicative data prior to Semester reports to analysis the achievement levels of students using both summative and formative assessment to triangulate data. The structures of the PLC are to encourage teachers to discuss student achievement based on work samples and success criteria. A guaranteed and viable curriculum has been developed in the domains of mathematics and reading, with the commencement of a writing scope and sequence focused on narrative and persuasive texts. A focus on students achieving essential learnings has been a focus when planning and assessing student growth.</p>
<p><b>KIS 1</b>  Building practice excellence</p>	<p>Develop and embed evidence-based strategies that support the planning and delivery of effective differentiation to improve student outcomes through a school wide instructional model. (BPE). Teachers will participate in professional learning focused on the function and process of a PLC.</p>

<b>Actions</b>	<p>The School Improvement Team attended a professional learning session facilitated by Lisa Bennnett to develop a consistent understanding of a purposeful PLC. The School Improvement Team have planned for the analysis of the impact of the structure and purpose of the PLCs to ensure successful outcomes for all students and staff at Kensington Primary. Whole school professional learning sessions will be dedicated to further communicating to staff the structure and purpose of PLCs to ensure student growth and reflective teaching practices.</p> <p>Staff at Kensington Primary have worked with a regional data coach to examine the cohort data, to examine the students working below the expected level, working at the expected level and working beyond the expected level. The construction of a Data Wall is visible in the PLC room is a visual representation to examine the achievement levels of students.</p> <p>It is a non-negotiable that teachers will reflect on the evidence of summative and formative data to determine the individual needs of students as well as the needs of the cohort. Through the PLC process teachers are reflecting on the impact of their own practice and sharing the pedagogy and research based practices which are having a positive impact on student outcomes.</p> <p>Student work samples will be shared and moderated to with a focus on the success criteria, development sequence of teaching and learning, essential learnings and the Victorian Curriculum.</p>			
<b>Outcomes</b>	<p>Clearly constructed learning goals and success criteria for all grades and specialist areas.</p> <p>Students co-constructing their learning goals with an understanding as to the next step of learning.</p> <p>Differentiated Curriculum targeting the needs of all students.</p>			
<b>Success Indicators</b>	<p>Data - Teacher judgements and NAPLAN will reflect growth.</p> <p>Teachers will plan for and document a differentiated curriculum</p> <p>Teachers will build their capacity to conference with students, driving improvement with goal setting and feedback.</p> <p>Teachers will undertake professional learning inquiring into instructional practices via the Literacy and numeracy portal as well as collegiate visits.</p> <p>Leadership will observe the consistency of practice through Learning Walks.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>A whole school curriculum day focused on Writing will take place 26th April.</p> <p>Follow up professional learning will be undertaken with the Moonee Valley Network - Leading Literacy. CRT cover will need to be provided to enable staff to attend.</p> <p>The purchase of specific reference materials to support professional development to be purchased.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>



The Fountas and Pinnel Language Learning Intervention Program is being provided to students who are assessed as 6 months or more below the expected standard. Purchasing of the kits as well as professional learning opportunities.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,298.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building leadership teams		Increase the capacity of all staff to build consistency of practice to improve student learning outcomes through implementation of a school wide pedagogical model (BLT)		
<b>Actions</b>	<p>The implementation of the First 20 days to develop clear and consistent routines.</p> <p>Development of the PLC model to unpack student achievement, reflect on data and share teaching and learning strategies.</p> <p>A curriculum day was facilitated by Claire McKeown to map a scope and sequence of narrative and persuasive writing for all staff members. A focus on developing teacher's capacity to plan for and deliver a rigorous sequence of writing lessons.</p> <p>Examining the purpose and use of mentor texts to support authors' intention.</p> <p>Participating in the Moonee Valley - Literacy Leaders Master Class.</p> <p>Participating in the Moonee Valley network COP to develop collegiality between schools with a focus on writing.</p> <p>Further develop and refine the guaranteed and viable curriculums in the domains of reading, writing and numeracy.</p> <p>2 Learning Specialists are participating in the Primary Mathematics and Science Specialist initiative for 2019 &amp; 2020 to build the capacity of teachers as well as student engagement in the area of numeracy.</p> <p>Teachers will participate in coaching opportunities to develop their professional capacity.</p>			
<b>Outcomes</b>	<p>Teachers will establish clear expectations as to the instructional model of writing, as well as the instructional practices and the purpose of each.</p> <p>Teachers will be provided with professional learning time to observe and read information on the literacy and numeracy portal to be informed as to best practice and to reflect on their own practice.</p> <p>Teachers' will feel confident as to the what and how they are teaching.</p> <p>Sustained Growth in students from year to year.</p>			
<b>Success Indicators</b>	<p>Teacher Judgements and NAPLAN assessments to show growth for all students.</p> <p>ATSS will demonstrate growth in engaging curriculum delivery and differentiation.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Teacher Judgements and NAPLAN results .	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Teacher confidence to deliver a differentiated program incorporating the practise principals and HITS. Growth in the Staff Opinion Survey.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Curriculum planning and assessment	Refine & embed a Guaranteed and Viable curriculum incorporating reading, writing and numeracy that aligns with the Vic Teaching & learning outline (CPA)			
<b>Actions</b>	<p>The School Improvement Team will plan for and monitor the consistency of practice and the documentation to be visible.</p> <p>The School Improvement Team will respond to the professional needs of the staff, developing and planning for targeted professional learning opportunities.</p> <p>Teachers will work in Professional Learning Communities to establish consistency of practice, examination of data and instructional practices.</p> <p>Teachers will use the essential learnings developed for numeracy and reading to ensure that the foundational learnings are mastered by all students.</p> <p>Teachers will undertake professional learning to build capacity supported by the School Improvement Team.</p>			
<b>Outcomes</b>	<p>Teachers will be confident to plan for, develop and deliver a developmentally sequenced curriculum targeting students' needs.</p> <p>Teachers will actively use data both formative and summative to inform planning and differentiation.</p> <p>Teachers will undertake observations of their colleagues to develop capacity.</p> <p>All staff will feel increasingly confident to give and receive feedback focused on teaching practice.</p>			
<b>Success Indicators</b>	<p>Teachers will discuss cohort data and plan collaboratively for all students.</p> <p>A consistent instructional model will be implemented and visible.</p> <p>Consistent instructional practices will be delivered, targeting students' needs.</p> <p>There will be a researched based understanding of the instructional practices and the impact on student outcomes.</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teachers will undertake professional learning - coaching, curriculum days, after school pd.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
PLC meetings scheduled to develop consistent expectations and the opportunities for inquiry into problems of practice.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve student engagement, agency and voice in learning			
<b>12 Month Target 2.1</b>	A focus on inquiry based learning has been implemented to develop the independence as well as essential skills for students to drive their learning further. An emphasis has been placed on unpacking the learning assets presented by Kath Murdoch during a curriculum day to develop students' understandings of themselves as learners. Goal setting and achieving the success criteria set are also consistent practices teachers are delivering. Students are being encourage to reflect on their own learning and self monitor their achievements. Feedback between teacher and student, student and student as well as student and teacher is being monitored and refined.			
<b>12 Month Target 2.2</b>	To communicate the learning that is being undertaken across the school, parents are being invited to attend open mornings and afternoons to see the teaching and learning that is taking place. 2019 has also seen the introduction of portfolios to inform parents as to the work being undertaken as well as the achievement levels.			
<b>KIS 1</b> Empowering students and building school pride	Build teacher capacity to implement practices that promote student agency & voice (ESBSP)			
<b>Actions</b>	Professional Learning with Kath Murdoch is organised for 2019 and beyond to provide teachers with a deeper understanding as to the cycle of inquiry and the pedagogy of inquiry across all curriculum areas. Teachers will provide students with the opportunities to reflect and their learning and monitor the levels of engagement.			

	<p>Teachers will deliver targeted feedback to encourage students to be actively involved in setting and working towards achieving goals.          Students will be provided with opportunities outside of the school to be involved in (Choose Maths Challenge)          Teacher reflection and analysis of student achievement.          Teacher inquiry as to the ways students enjoy learning.</p>			
<b>Outcomes</b>	<p>Feedback and goal setting will be a consistent practice across the whole school.          There will be clear evidence of data used for planning a differentiated curriculum for all students.          Students will be confident active learners who have a positive mindset towards being challenged.</p>			
<b>Success Indicators</b>	<p>Growth in the Attitude to School Survey.          Students will be active and engaged learners.          Students will confidently set learning goals and work towards achievement.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Attitude to School Survey	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Engagement levels of students captured through reflections and feedback.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Setting expectations and promoting inclusion	Deepen and strengthen staff data literacy to effectively underpin the provision of personalised learning (SEPI)			

<b>Actions</b>	Teachers have worked with a data coach to understand data, at a cohort and individual level. Teachers are using consistent formative and summative assessment to determine the needs of all students. The use of a Data Wall to track the growth of all students, ensuring 12 months growth.			
<b>Outcomes</b>	Feedback and goal setting will be a consistent practice across the whole school. There will be clear evidence of data used for planning a differentiated curriculum for all students. Students will be confident active learners who have a positive mindset towards being challenged.			
<b>Success Indicators</b>	Growth in the Attitude to School Survey. Students will be active and engaged learners. Students will confidently set learning goals and work towards achievement. Consistent formative and summative assessment tasks use to inform teaching and learning.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Attitude to School Survey	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Evidence of planning focused on students' level of achievement	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To develop engaged, active, well balanced and resilient students across the school.			
<b>12 Month Target 3.1</b>	To develop a culture where students are actively engaged in their learning, setting goals, responding to feedback and working towards mastery of key understandings and skills. To establish an inquiry culture at Kensington Primary so that students develop the skills to pose wonderings and work through a cycle of inquiry. Students have been introduced to the 'learner assets' to develop an			

	understanding of the dispositions required for active learning. Teachers have participated in workshops with Kath Murdoch to develop a consistent understanding as to the cycle of inquiry and the learner assets to develop independent and confident learners.
<b>12 Month Target 3.2</b>	In 2019 three Learning Specialists were employed to ensure the consistency of practice in each classroom, ensuring a clear instructional model, consistent instructional practices as well as support throughout planning, professional learning and PLC meetings. The School Improvement Team meets regularly to discuss the alignment of the SSP, AIP and teachers' professional goals. The School Improvement Team is focused on delivering a consistent message of high expectations. PLC meetings are attended by the assistant principal and principal to support the professional learning of teams as well as individual teachers. Coaching has commenced to support teachers develop their pedagogical knowledge as well as supporting specific goals.
<b>12 Month Target 3.3</b>	In 2019 a focus on professional learning as well as distributive leadership has been a priority. A School Improvement Team has been established consisting of the principal, assistant principal, learning specialists and business manager. Weekly meetings are timetabled to ensure the discussion of data, student growth, expectations and teacher support is discussed. Data is examined and discussed at grade, cohort and whole school level. Professional Learning is being undertaken by teachers to build their capacity and support the delivery of a research based engaging curriculum. Teachers are participating in the leading Literacy PD through BASTOW and the Primary mathematics and Science Initiative. Teachers involved in this professional practice are facilitating the delivery of curriculum days, staff professional learning meetings and PLC meetings to inform and support their colleagues.
<b>KIS 1</b> Vision, values and culture	To deepen a whole school shared understanding of the school vision of excellence in learning and teaching improvement cycle
<b>Actions</b>	Teachers have undertaken professional development with Leonie Dodd to establish a consistent understanding as to the impact of goal setting, the co-construction of the success criteria as well as teacher and student reflection as to the mastery of the learning outcomes. A clear expectation has been established that goal setting and success criteria be planned for, documented and visible in classrooms. When conducting classroom walks students are routinely asked what they are doing, how they are going with the task and what are the next steps as to their learning. Teachers have worked with students to develop an understanding of themselves as learners identifying the learning Assets to nurture and the skills and dispositions for lifelong learning.
<b>Outcomes</b>	Students will be more active in their learning, developing an inquiry mindset in which they are actively posing their wonderings and inquiring into their learning. Students will use a cycle of inquiry as well the learner assets to promote active, engaged learners. Teachers will plan for and provide the opportunities for students to be scaffolded through the inquiry cycle and to develop the skills required to be a researcher, self-manager, collaborator, communicator and thinker. The classroom environment will be reflective of the inquiry cycle and the students will be able to describe and reflect upon their role as an active learner.
<b>Success Indicators</b>	The formative assessment collected and discussed will be the student feedback and observations of the teachers in regards to student motivation and engagement levels. Assessment records in regards to students' levels of achievement will also be used to monitor student learning needs. Teacher reflections as to the purpose of a unit of work will also be a key piece of evidence to further

	develop and build upon. The ATSS will be an on-going summative assessment piece to track and monitor the student cohorts from year 4 -6 in the areas of Self-Regulation and Goal Setting, Student Voice and Agency, Differentiated learning Challenge , Stimulated Learning and motivation and interest. Data from the students in the junior years will also be collected to track and monitor student engagement and motivation.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teachers will participate in professional learning with curriculum consultant Kath Murdoch to develop a consistent approach to inquiry learning. The Learning Specialists, Assistant principal and Principal will work with teaching teams to ensure the Big Question posed is based on the Victorian Curriculum Outcomes, following an inquiry cycle and that the skills of the students to engage in the learning is well scaffolded.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building leadership teams	Embed a collegiate, professional and supportive working culture that deepens the capacity of all staff to have a shared collective responsibility for improving student learning and teacher practice (BLT)			
<b>Actions</b>	A focus on coaching and building teaching capacity has been an action to drive a collegiate, professional and supportive working culture. Three leading teachers, the assistant principal ad principal regularly attend timetabled meetings focused on examining data, planning developmentally sequenced lessons and reflecting on the impact of teaching and learning. The 3 learning specialists and assistant principal are coaching teachers with specific goals based on the AIP and SSP. The School Improvement Team meets weekly to discuss data, student growth and the support required to assist teachers achieve consistent student growth. A Data Wall is reflective of student achievement which is examined to develop an understanding of the needs of all students including those students.			
<b>Outcomes</b>	An expectation is that teachers will use both summative and formative data to reflect on the impact of teaching and learning and that as professionals we are responsive in a timely manner to the needs of all students. There is an expectation that a consistent approach to the instructional model, instructional practices as well as assessment is developed through the PLC process. All teachers undertook the introduction of the First 20 days to ensure the setup of clear routines and expectations. Students will have a clear understanding as to the roles and routines during the lesson, an example is during conferencing time with the teacher, when students are participating in independent reading with a clear learning intention and success criteria.			

<b>Success Indicators</b>	Student growth will be a key form of evidence across all domains. The expectation is that all students receive a differentiated curriculum, which supports the mastery of key skills and understandings. On going formative assessment as well as summative assessment will be evidence to support the effectiveness of the teaching and learning programs. The increase of students achieving in the top 2 bands across all areas of NAPLAN will demonstrate improvement as well as teacher judgement.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Teachers delivered the First 20 days to ensure a consistency of the instructional models and instructional practices. Teachers regularly participate in weekly planning sessions as well as weekly whole school professional learning opportunities. Teachers are supported by the learning specialists, assistant principal, and principal as well as curriculum consultants.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building leadership teams	Develop the capacity of all staff to be collaborative members identifying with the Kensington PS community. (BLT)			
<b>Actions</b>	A School Improvement Team consisting of three learning specialists, assistant principal, principal, business manager and key staff members has been established to drive student improvement specifically in the areas of mathematics and writing. Members of SIT are currently undertaking professional learning through Leading Literacy (BASTOW), and the Primary Mathematics and Science Initiative (DET) to develop the knowledge and skills to drive professional learning and growth in student achievement levels. The partnership between school and home has been strengthened with the construction of portfolio books demonstrating student achievement and growth with work samples and rubrics. Parents are invited to view the operation of the classroom termly attending an open morning and afternoon. Professional learning opportunities have been scheduled throughout the year as curriculum days, professional learning sessions, PLC meetings and one on one coaching.			
<b>Outcomes</b>	Through the distributive leadership and delivery of professional leading the middle level teachers will have the opportunity to develop their pedagogical knowledge and skills associated with supporting change. Teachers will feel supported through professional learning as well as the PLC meetings to develop their capacity as educators and student outcomes. The professional learning brought back to KPS will enable teachers to develop their understanding of best practice and put in place initiatives to support student engagement and achievement levels. Teachers and parents/ guardians will further develop a partnership focused on student achievement and understanding the needs of the students.			



<b>Success Indicators</b>	Evidence to measure the effective collaboration of all members of the Kensington PS community will be in the form of the Staff Opinion Survey as well as the parent opinion Survey. Teachers will achieve the goals set with the performance and development plans.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
All staff members are participating in regular professional learning focused on the feedback from the 2018 review focused on writing and numeracy. The development of pedagogical understandings are communicated via documented planners as well as the rigor demonstrated throughout the professional learning opportunities.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$10,000.00	\$10,000.00
Additional Equity funding	\$15,000.00	\$15,000.00
<b>Grand Total</b>	<b>\$25,000.00</b>	<b>\$25,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
A whole school curriculum day focused on Writing will take place 26th April. Follow up professional learning will be undertaken with the Moonee Valley Network - Leading Literacy. CRT cover will need to be provided to enable staff to attend. The purchase of specific reference materials to support professional development to be purchased.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Teachers will undertake professional learning - coaching, curriculum days, after school pd.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
<b>Totals</b>			<b>\$10,000.00</b>	<b>\$10,000.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Language learning Intervention Kits have been purchased. Professional development has been undertaken.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$15,000.00	\$15,000.00
<b>Totals</b>			\$15,000.00	\$15,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>A whole school curriculum day focused on Writing will take place 26th April. Follow up professional learning will be undertaken with the Moonee Valley Network - Leading Literacy. CRT cover will need to be provided to enable staff to attend. The purchase of specific reference materials to support professional development to be purchased.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Network Professional Learning</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Bastow program/course</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>The Fountas and Pinnel Language Learning Intervention Program is being provided to students who are assessed as 6 months or more below the expected standard. Purchasing of the kits as well as professional learning opportunities.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Network Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>The LLI teacher has participated in pd and visited schools delivering the program.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Teacher Judgements and NAPLAN results .</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> PLC Initiative</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	
Teacher confidence to deliver a differentiated program incorporating the practice principals and HITS. Growth in the Staff Opinion Survey.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Teachers will undertake professional learning - coaching, curriculum days, after school pd.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
PLC meetings scheduled to develop consistent expectations and the opportunities for inquiry into problems of practice.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Attitude to School Survey	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Formalized PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback			
Engagement levels of students captured through reflections and feedback.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualized Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Attitude to School Survey	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Evidence of planning focused on students' level of achievement	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers will participate in professional learning with curriculum consultant Kath	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site

<p>Murdoch to develop a consistent approach to inquiry learning. The Learning Specialists, Assistant principal and Principal will work with teaching teams to ensure the Big Question posed is based on the Victorian Curriculum Outcomes, following an inquiry cycle and that the skills of the students to engage in the learning is well scaffolded.</p>		<p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>Kath Murdoch - Curriculum consultant</p>	
<p>All staff members are participating in regular professional learning focused on the feedback from the 2018 review focused on writing and numeracy. The development of pedagogical understandings are communicated via documented planners as well as the rigor demonstrated throughout the professional learning opportunities.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Formalized PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Network Professional Learning</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Bastow program/course</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Maths/Sci Specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>