

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Laburnum Primary School (4863)



Submitted for review by Kim Dray (School Principal) on 12 February, 2019 at 05:56 PM

Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 20 February, 2019 at 06:21 PM

Endorsed by Robert Stilling (School Council President) on 05 March, 2019 at 07:24 PM

Define Actions, Outcomes and Activities

Goal 1	Student Achievement: To improve individual learning outcomes for all students with a focus on literacy and numeracy.
12 Month Target 1.1	See SSP goals and see tables for 2019 targets
12 Month Target 1.2	See tables for 2019 targets
KIS 1 Building practice excellence	Research and adopt an evidence based instructional model in Reading.
Actions	Implement the evidence based assessment schedule. Analyse assessment data for use by PLC teams Build teacher capacity through continued professional learning in reading.
Outcomes	<ol style="list-style-type: none"> 1. Teachers provide, seek out and receive feedback from peers and school leaders to improve teaching practice. 2. Teaching teams regularly observe and provide feedback on teaching, with support and input from leaders and input from students. 3 The assessment schedule is reviewed and aligned to the instructional model in reading. 4. Teacher capacity in catering for EAL students is increased.
Success Indicators	<ol style="list-style-type: none"> 1. The school has explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback. 2. These systems are reflected in teacher and principal class PDPs. 3. Staff survey indication. 4. Reading model documented and utilised in staff induction processes and peer observation.

Activities and Milestones	Who	Is this a PL Priority	When	Budget (\$ removed from this version)
Undertake PL in reading, including employment of a literacy consultant. Model reading practice and link peer observations to reading.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Set up classrooms to support reading development for all students, including classroom libraries.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
Increase staff data literacy around assessment.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
Use the professional learning community (PLC) inquiry cycle in planning reading.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Enter reading assessment data in Sentral, analyse data in PLC meetings, set targets, respond to data through targeted planning and monitor growth.	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Support teachers to develop EAL teaching strategies, through the continued TESMC training of teachers.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	

Include a reading goal in most teacher PDPs.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Provide intervention through monitored and tracked ILPs for students 6 months or more below in reading.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
KIS 2 Building practice excellence	Research and adopt an evidence based instructional model in Spelling.			
Actions	<p>English School Improvement Team explore models of best practice from local and international contexts to inform the school's professional learning plan and program.</p> <p>Adopt an evidence based instructional model in spelling. Provide professional learning to build instructional consistency in spelling within teams and sub-schools</p> <p>Implement SWST and review the results through PLC inquiry cycles. Analyse assessment data for use in teams.</p>			
Outcomes	<p>Instructional consistency in spelling within year level PLCs and sub-schools.</p> <p>Whole school approach to recording and tracking spelling data</p> <p>Teachers routinely use evidence of student learning progress to diagnose their own development priorities.</p>			
Success Indicators	<p>Spelling assessment schedule reviewed, implemented and aligned with the instructional model.</p> <p>NAPLAN spelling results will be at or above similar schools in terms of medium and high growth</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget (\$ removed from this version)
Undertake PL in spelling (including PPDs)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
Set up classrooms with resources that support spelling development.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
Enter spelling assessment data in Sentral, analyse data in PLC meetings, set targets, respond to data through targeted planning, monitor growth and provide intervention through monitored and tracked ILPs for students 6 months or more below in spelling.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Base school actions in spelling on improving teacher understanding of SWST data.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
Review SWST spreadsheet options	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	

KIS 3 Building practice excellence	Develop and implement a whole school professional learning plan to develop teacher capacity in Reading and Spelling.			
Actions	Whole staff professional learning provided by external consultant/s, leading teacher, learning specialist and PLC leaders PL to include whole staff PL, professional practice days, peer observations (expert and teachers), modelled lessons (expert and learning specialist), coaching, open to learning conversations (Principal, AP, CT3s, PLC leaders), individual reflection and SIT and PLC inquiry cycles.			
Outcomes	Improved teacher understandings of data analysis to drive teaching and learning in reading and spelling. Targeted teaching leading to measurable student growth in reading and spelling.			
Success Indicators	Fountas and Pinnell assessment results Single Word Spelling Test assessment results English Online Interview NAPLAN (including relative growth) reading and spelling. Growth against indicators of progress in reading and writing.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget (\$ removed from this version)
Develop/source whole staff PL around reading and spelling.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Link professional practice days to reading and spelling assessment and pedagogy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

	<input checked="" type="checkbox"/> Principal			
Undertake peer observations (with expert, learning specialist and classroom teacher)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Provide modelled lessons (expert and learning specialist) around spelling and reading.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Provide teacher coaching around spelling and reading.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Have conversations with teachers around reading and spelling tasks and outcomes.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Undertake individual reflection and engagement with professional literature in reading and spelling.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

Lead English SIT and year level PLCs in inquiry cycles based on reading and spelling assessment data.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
KIS 4 Building practice excellence	Maintain and enhance the current leadership structure including middle level leaders to build teacher capability and maintain accountability.			
Actions	Train PLC leaders and teachers in the PLC inquiry model.			
Outcomes	Teachers use PLC cycles of inquiry to effectively target student learning in PLC meetings.			
Success Indicators	1. PLC meetings reflect the regular collection, analysis and discussion of student assessment data to inform teaching and learning cycles 2. PLCs regularly observe and provide feedback on teaching, with support and input from learning specialists and input from students. 3. School leaders facilitate opportunities for staff to learn from each other and model continuous learning in their own practice.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget (\$ removed from this version)
Improve measures which ensure staff build capability and accountability around assessment, analysis and planning for student learning. Build staff capability in monitoring and intervention practices.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Develop staff understanding around the links between PLCs and EAL in PLC leadership meetings, then through PLC meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

KIS 5 Building practice excellence	Build a deep understanding of purposeful assessment, tracking and monitoring of student performance.			
Actions	Build leadership, CT3, PLC leaders and teacher capacity in responding to data and research.			
Outcomes	Teachers make links between students' progress data and their own professional learning needs. Assessment practices (including tracking), are seen as essential to ongoing teacher practice.			
Success Indicators	<p>1. PLC Leaders use the PLC cycle to reflect the ongoing use of student learning data.</p> <p>2. Analysis of student achievement data provides an accurate picture of student achievement across the whole school, within learning areas and the capabilities, within year levels and for student cohorts and individual students.</p> <p>3. Accurate assessment of and for learning is characterised by teacher collaboration around processes such as assessment mapping and moderation, enabling greater consistency of teacher judgements of student learning.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget (\$ removed from this version)
Prioritise resources which allow PLCs to work together on assessment tracking and monitoring. Link to PDPs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Build capacity with middle level leaders (data literacy, tracking cohort data – diagnostic and teacher judgments).	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Build capacity in identifying future foci and using evidence based research to deliver high impact teaching strategies (HITS, Literacy & Numeracy Strategy, mathematics proficiencies).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	

Review and decide upon common writing and speaking & listening assessment tools	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
Goal 2	Engagement: To create a positive climate for learning which empowers students and builds school pride.			
12 Month Target 2.1	See SSP goals and see tables for 2019 targets			
12 Month Target 2.2	See tables for 2019 targets			
KIS 1 Intellectual engagement and self-awareness	Implement an evidence-based inquiry model aligned to the Victorian Curriculum.			
Actions	Continue to implement an evidence based inquiry model. Build staff capability to lead inquiry with instructional consistency.			
Outcomes	Documented whole-school pedagogical practice in inquiry is evidence based. New/revised inquiry units are mapped, resourced and implemented by sub-schools and specialists			
Success Indicators	Student indicators of progress in all learning areas reflect a range of achievement.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget (\$ removed from this version)
Provide professional learning around the inquiry model	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
Finalise two-year scope and sequence for the Victorian curriculum for Prep - Year 6, based on sub-schools.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	

			to: Term 4	
Plan inquiry units to reflect the inquiry model (what students know, need to know and want to know)	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
KIS 2 Intellectual engagement and self-awareness	Empower students to have greater agency in their learning - supported by teacher instruction, motivation, feedback and guidance.			
Actions	Support learning by developing staff capability in providing high impact feedback to students. Support learning by developing staff capability in providing opportunities for student agency.			
Outcomes	Teachers provide opportunities for students to elaborate their learning. Teachers aware of and using strategies for providing feedback to students and seeking input and feedback from students.			
Success Indicators	Student backgrounds and the needs of particular cohorts of students inform curriculum planning. Student agency is included in the curriculum planning process. Student goal-setting evident across the school. Stimulated learning indicator on student survey increases.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget (\$ removed from this version)
Develop a consistent approach for teachers to seek formal and informal student feedback. Develop staff capacity in student goal setting.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

Resource opportunities for teachers to meet in sub-schools to plan inquiry units.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
KIS 3 Intellectual engagement and self-awareness	Examine effective models of student leadership that provide authentic opportunities to lead.			
Actions	Define roles of staff and students involved in student leadership programs. Enhance student leadership opportunities by ensuring authenticity. Develop evidence based approaches to setting up classrooms and student expectations at the start of the school year. Implement and revisit Learning to Learn program every term, reflecting Primary Preventions, 'Clever Classrooms' SIN research, and development of explicit classroom expectations.			
Outcomes	Teach students leadership skills and plan opportunities for students to lead authentically.			
Success Indicators	<ol style="list-style-type: none"> 1. Opportunities exist for student leaders to have a presence at school events. 2. Student opinions are invited in relation to activities such as fund raising and student celebrations. 3. The school has processes to recognise and respond to student voice. 4. Students have access to a range of student leadership roles and forums which build their capacity across the school community. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget (\$ removed from this version)
Seek input from students to help define and document linked teacher and student leadership roles, including authentic opportunities to lead. Nominate a leadership team member and Year 6 teacher(s) to work with student leaders. Clarify the teacher and student roles.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Continue to implement leadership programs which provide ongoing leadership development for student leaders in Year 6 (from Term 1) and Year 5 (from Semester 2).	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1	

			to: Term 4	
Develop staff capacity in identifying and building authentic student leadership opportunities P-6.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Review Junior School Council processes and programs.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
Implement peer mediation training and program for selected Year 5 students. Provide teacher training in peer mediation approach.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
KIS 4 Intellectual engagement and self-awareness	Develop and implement a school community communication strategy.			
Actions	Develop a communication strategy and implement processes which maximise opportunities for enhanced communication with families, students and staff. Provide clear staff induction which includes updated policies, processes and documents.			
Outcomes	Staff follow the communication strategy and implement processes which maximise opportunities for enhanced communication with families, students and staff.			
Success Indicators	1. School policies, practices and procedures reviewed, in consultation with parents/carers and students, to identify issues and gain input into existing school processes and practice. 2. A streamlined and effective communication strategy and platform is researched. 3. New staff understand and use school policies, processes and documents.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget (\$ removed from this version)
In consultation with School Council, develop a school communication strategy. Action new goals and strategies, including communication platforms. Continue in Term 1 current initiatives - newsletter, Sentral, blogs, website, Skoolbag app, survey monkey.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
Document and communicate to inductee and returning staff members the Teaching and Learning approach/es at LPS.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
Maintain and improve communication to staff – including updated school policies and school council decisions following meetings.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Implement the comprehensive staff induction program, with a focus on staff arriving mid-year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Review two-way communication processes between classes, teachers and parents as part of the communication strategy.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
Define and document the roles of school leaders and school improvement teams in alignment with the school vision (learn, thrive, contribute). Communicate the roles to staff and parents.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	

Goal 3	Wellbeing: To create a positive climate for learning which promotes student wellbeing.			
12 Month Target 3.1	See SSP goals and see tables for 2019 targets			
12 Month Target 3.2	See tables for 2019 targets			
KIS 1 Setting expectations and promoting inclusion	Review current school programs and processes that are designed to enhance student wellbeing and behaviour support.			
Actions	Document and provide staff with clear advice around positive student behaviour support, teacher instruction in the personal and social capabilities (including wellbeing programs) and school expectation protocols for classrooms, playground, excursions and movement around the school.			
Outcomes	Staff will have a relentless focus on student wellbeing. Staff will build capacity in 4Rs, School Wide Positive Behaviour Support and restorative practices.			
Success Indicators	<ol style="list-style-type: none"> 1. The school has clear expectations of student behaviour and documents intervention strategies to deal with all aspects of student misbehaviour, including critical incidents and bullying. 2. The school's comprehensive safety and wellbeing policies and practices are implemented and seen as important in supporting student learning success and in reducing risk. 3. The school develops targeted interventions for students and cohorts to support pro-social and self-regulating behaviours. 4. Practices to improve engagement and behavioural climate in classrooms and the school are developed and implemented. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget (\$ removed from this version)
Use and review the learning to learn program for the first 3 weeks of Term 1 and first week of Terms 2-4.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

Use Personal and Social Capabilities documentation (curriculum, 4Rs, assessment) as a basis for sharing strategies and setting goals to develop student wellbeing.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
Develop and clearly document the levels of support for student behaviour and communicate these to staff, including Education Support staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
Develop and document clear expectations around classroom set up and behaviour support and expectations (movement between spaces, classroom, excursions and in the yard), including specialist team.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
KIS 2 Health and wellbeing	Implement a whole school approach to student wellbeing.			
Actions	Review, train staff in and implement a whole school approach to wellbeing.			
Outcomes	All staff will follow the student engagement and inclusion policy guidelines. All staff will communicate to parents that we follow the student engagement and inclusion policy. Parents will provide leadership with feedback that they are aware staff are following the student engagement and inclusion policy. Incidents are appropriately recorded on Sentral and followed up by teachers and PLC leaders and with parents.			
Success Indicators	1. The school's health, wellbeing, inclusion and engagement programs and policies are documented, and understood and implemented by staff. 2. The school's curriculum plan includes positive self-identity and self-management strategies, including through teaching Personal and Social capabilities. 3. Strategies to enhance wellbeing are integrated across the curriculum. 4. Teachers include wellbeing in PLC meetings and work collaboratively to reflect on their practice and identify opportunities to increase student engagement and wellbeing.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget (\$ removed from this version)
Implement wellbeing programs and approaches: 4Rs; Rock and Water, and Restorative Practices.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Review student engagement and inclusion policy to ensure documentation is current.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
Ensure school policies and processes are communicated to staff and, where relevant, to parents and students.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Continue to train staff in whole school approach to student wellbeing and implement wellbeing programs, student engagement and inclusion policy and strategies.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Provide professional learning around using the policy to have conversations with parents around student behaviour support.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
Include the steps for parents around communicating about their child (in the year level parent information sessions).	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

KIS 3 Parents and carers as partners	Build strategies to enhance parent engagement			
Actions	Review and implement a whole school approach to parent engagement.			
Outcomes	Parents will be satisfied through timely logistical communication and relevant public relations content. Staff will communicate logistical information in a timely and clear manner.			
Success Indicators	<ol style="list-style-type: none"> 1. The school provides opportunities for parent/carer participation in the school. 2. Parents are invited to participate in school programs that reflect the priorities of the school. 3. Where needed, training is provided to enhance successful parent engagement (e.g. Literacy and Numeracy Helpers). 4. Inclusive school policies, programs and practices are developed to build mutual trust and respect between school and families. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget (\$ removed from this version)
Develop a school wide approach to parent engagement.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Develop staff interest in, and capacity for, increasing parent engagement and participation in classrooms. Support teachers to work effectively with parent helpers.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
Continue to train parent helpers to work effectively in classrooms.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	