

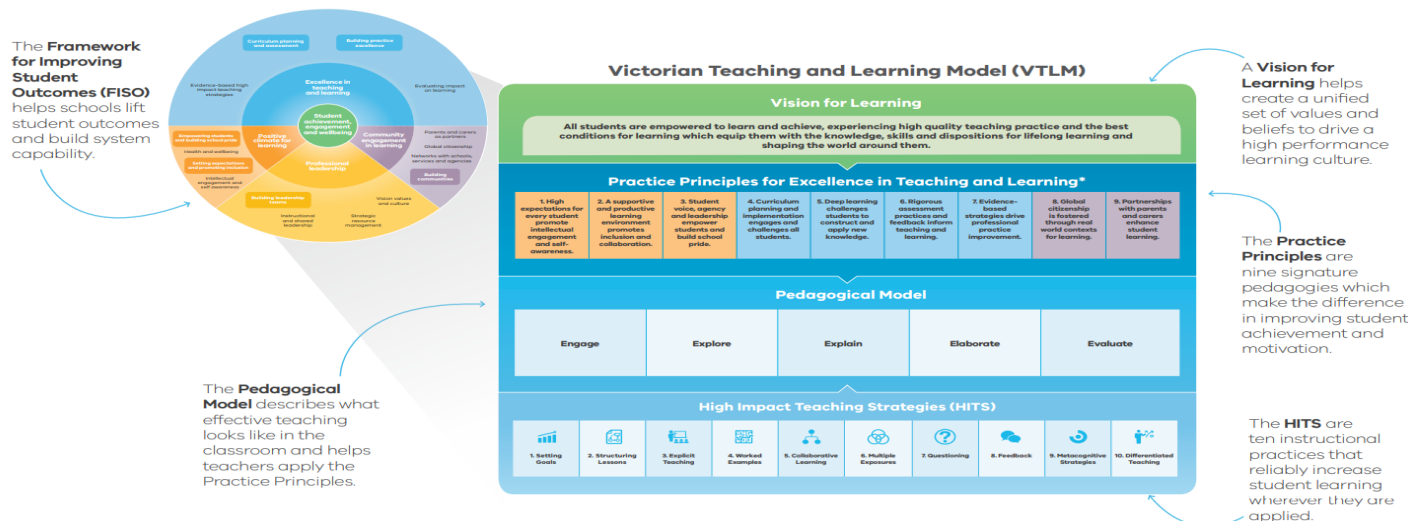
# Annual Implementation Plan (AIP) Term 3, 2021

## Campbellfield Heights Primary School (5034)



*"Success for all"*

### The Victorian Teaching and Learning Model



PRIORITY AREA EXCELLENCE IN TEACHING AND LEARNING		
<b>Goal 1</b>	<b>Improve student outcomes and maximise learning growth and achievements of all students in literacy and numeracy.</b>	
<b>Targets</b>	1.1 Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 27 per cent or above by 2024.	
	1.2 Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 27 per cent or above by 2024.	
	1.3 Increase NAPLAN numeracy Year 5 top 2 bands from 0 per cent in 2019 to 10 per cent or above by 2024.	
	1.4 To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 73 per cent in 2024.	
	1.5 To increase Reading Above Benchmark Growth Year 3-5 from 6 per cent in 2019 to 16 per cent in 2024.	
	1.6 To increase the percentage of Equity Funded students achieving middle and high relative growth in reading at year 5.	
<b>6 Month Target</b>	1.1 Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 18 per cent or above by 2021.	
	1.2 Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 18 per cent or above by 2021.	
	1.3 Increase NAPLAN numeracy Year 5 top 2 bands from 0 per cent in 2019 to 1 per cent or above by 2021.	
	1.4 To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 71 per cent in 2021.	
	1.5 To increase Reading Above Benchmark Growth Year 3-5 from 6 per cent in 2019 to 7 per cent in 2024.	
	1.6 To increase the percentage of Equity Funded students achieving middle and high relative growth in reading at year 5.	
<b>KIS 1a</b>	<p><b>DIMENSION: BUILDING PRACTICE EXCELLENCE</b> Embed an instructional model consistently across the school.</p> <p><b>EMERGING</b> <b>EVOLVING*</b> <b>EMBEDDING</b> <b>EXCELLING</b> Professional learning is focused on improving teaching effectiveness</p> <p><b>EMERGING</b> <b>EVOLVING*</b> <b>EMBEDDING</b> <b>EXCELLING</b> Professional learning is collaborative, involving reflection and feedback</p> <p><b>EMERGING</b> <b>EVOLVING*</b> <b>EMBEDDING</b> <b>EXCELLING</b> Professional learning is evidence-based</p>	
<b>EVALUATE &amp; DIAGNOSE</b> Evidence of Impact	<b>PRIORITISE &amp; SET GOALS</b> Achievable Outcomes by the end of Term 4	<b>DEVELOP &amp; PLAN</b> Evidence of Impact Term 3 & 4 Actions
<b>W Staff FISO ...</b>	<p><b>AIP Actions</b></p> <p><b>Whole School Level</b></p> <ul style="list-style-type: none"> <li>-Plan whole school professional learning on identified current practice throughout the year (i.e. instructional model)</li> <li>-Maintain PLCs/PLTs structures to support staff collaboration and reflection of strengthen teaching practices</li> <li>-Evaluate &amp; identify improvement areas of our current teaching practices &amp; approach (i.e. barriers &amp; gaps)</li> </ul> <p><b>Classroom Level</b></p> <ul style="list-style-type: none"> <li>-Plan professional learning &amp; reflect individually &amp; collaboratively upon current practice (i.e. draw on current research &amp; use an inquiry improvement cycle)</li> <li>-Embed &amp; incorporate a consistent instructional model approach, including language into the classroom practice</li> </ul>	

	<p>-Continue to evolve teaching practices &amp; time for staff to discuss &amp; adapt strategies (i.e. refine practices through a coaching cycles)</p> <p><b>Individual &amp; Tailored Level</b></p> <p>-Build staff capacity to understand &amp; implement an instructional model</p> <p>-Time for staff to reflect &amp; assess individual current teaching practices</p> <p>-Actively participate in coaching sessions, peer observations to discuss feedback, individual learning growth &amp; development</p>	
	<p><b>AIP Outcomes</b></p> <p><b>Whole School Level</b></p> <p>-Staff will confidently understand &amp; accurately identify the elements &amp; features of an instructional model</p> <p>-Teachers will consistently &amp; explicitly implement the school’s instructional model with the use of agreed language</p> <p>-PLCs &amp; PLTs will meet to engage in reflective practices &amp; develop an instructional model criteria</p> <p><b>Classroom Level</b></p> <p>-Teachers will consistently implement the agreed instructional model in their classroom practice</p> <p>-Students will know how lessons are structured and how this supports their learning</p> <p><b>Individual &amp; Tailored Level</b></p> <p>-Teachers will have ownership in developing the schools instructional model</p> <p>-Teachers will be accountable for using the schools instructional model effectively</p> <p>-Teachers will monitor &amp; evaluate their instructional model practice</p>	
	<p><b>Success Indicators</b></p> <p><b>Whole School Level</b></p> <p>-Evidence of staff being active participants in whole school professional learning</p> <p>-Evidence that staff were valued &amp; accountable for refining the schools instructional model</p> <p>-PLC agenda/minutes with comments on practice impacted by change in teacher practice</p> <p><b>Classroom Level</b></p> <p>-The schools instructional model is embedded &amp; evident in the classroom (i.e. criteria to review practice)</p> <p>-Students will be able to explain elements of the instructional model &amp; explain how this supports their learning (i.e. survey, data collection, learning walks)</p> <p><b>Individual &amp; Tailored Level</b></p> <p>-Individual goal reflections &amp; progress evidence</p> <p>-Peer observation, feedback sessions &amp; coaching correspondence documented &amp; impact evaluated</p>	

SPOT: Actions, Outcomes & Activities Tab

Activities & Milestones	Who (multiple selection)	Is this a Professional Learning Priority?	When	Budget
<b>Whole School Level</b> Plan whole school professional learning on identified current practice throughout the year (i.e. instructional model)	Leading Teacher Learning Specialist	Yes No	From: Term 3 When: Term 4	\$0
<b>Whole School Level</b> Evaluate & identify improvement areas of our current teaching practices & approach (i.e. barriers & gaps)	Leadership Instructional Leaders	Yes No	From: Term 3 When: Term 4	\$0
<b>Classroom Level</b> Plan professional learning & reflect individually & collaboratively upon current practice (i.e. draw on current research & use an inquiry improvement cycle)	Leading Teacher Learning Specialist	Yes No	From: Term 3 When: Term 4	\$0
<b>Classroom Level</b> Embed & incorporate a consistent instructional model approach, including language into the classroom practice	Learning Specialist Teaching Staff	Yes No	From: Term 3 When: Term 4	\$0
<b>Individual &amp; Tailored Level</b> Build staff capacity to understand & implement an instructional model	Learning Specialist Teaching Staff	Yes No	From: Term 3 When: Term 4	\$0
<b>Individual &amp; Tailored Level</b> Time for staff to reflect & assess individual current teaching practices	Leading Teacher Learning Specialist Classroom Teachers	Yes No	From: Term 3 When: Term 4	\$0
<b>Individual &amp; Tailored Level</b> Actively participate in coaching sessions, peer observations to discuss feedback, individual learning growth & development	Leading Teacher Learning Specialist Teaching Staff	Yes No	From: Term 3 When: Term 4	\$0

PRIORITY AREA EXCELLENCE IN TEACHING AND LEARNING		
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<b>Targets</b>	1.1 Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 37 per cent or above by 2024.	
	1.2 Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 37 per cent or above by 2024.	
	1.3 Increase NAPLAN numeracy Year 5 top 2 bands from 0 per cent in 2019 to 17 per cent or above by 2024.	
	1.4 To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 80 per cent in 2024.	
	1.5 To increase Reading Above Benchmark Growth Year 3-5 from 6 per cent in 2019 to 27 per cent in 2024.	
	1.6 To increase the percentage of Equity Funded students achieving middle and high relative growth in reading at year 5.	
<b>6 Month Target</b>	1.1 Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 18 per cent or above by 2021.	
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	1.4 To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 71 per cent in 2021.	
	1.5 To increase Reading Above Benchmark Growth Year 3-5 from 6 per cent in 2019 to 7 per cent in 2024.	
	1.6 To increase the percentage of Equity Funded students achieving middle and high relative growth in reading at year 5.	
<b>KIS 1c</b>	<p><b>DIMENSION: EVIDENCE-BASED HIGH IMPACT TEACHING STRATEGIES</b></p> <p>The school implements high-impact teaching strategies.</p> <p><b>EMERGING</b> <b>EVOLVING*</b> <b>EMBEDDING</b> <b>EXCELLING</b></p> <p>The school builds teachers' assessment capability to inform teaching</p>	
<b>EVALUATE &amp; DIAGNOSE</b> Evidence of Impact	<b>PRIORITISE &amp; SET GOALS</b> Achievable Outcomes by the end of Term 4	<b>DEVELOP &amp; PLAN</b> Evidence of Impact Term 3 & 4 Actions
<a href="#">W Staff FISO Eva...</a>	<p><b>AIP Actions</b></p> <p><b>Whole School Level</b></p> <ul style="list-style-type: none"> <li>-Plan whole school professional learning with a focus on the 'purpose' of High Impact Teaching Strategies (HITS)</li> <li>-Build middle leadership expertise to deliver &amp; facilitate professional learning</li> <li>-Establish a clear understanding of how HITS is linked to the schools instructional model 'Workshop Model'</li> <li>-Revisit &amp; strengthen the use of HITS in classrooms, with a focus on Structuring Lessons, Explicit Teaching, Collaborative Learning &amp; Worked Examples</li> <li>-PLCs &amp; PLTs will meet to engage in reflective practices &amp; professional conversations for the purpose of building teacher capacity</li> </ul> <p><b>Classroom Level</b></p> <ul style="list-style-type: none"> <li>-Teachers to engage in reflective practice through coaching, mentoring, peer observations &amp; learning walks</li> <li>-Teachers will use evidence of professional learning of HITS to guide classroom practice</li> <li>-Students will begin to engage in KWL at the beginning &amp; at the end of a unit of work</li> </ul>	

	<p><b>Individual &amp; Tailored Level</b></p> <ul style="list-style-type: none"> <li>-Teachers will reflect on their own classroom practice &amp; identify strengths &amp; areas for improvement</li> <li>-Teachers will audit their own repertoire of HITS strategies used in lessons</li> </ul>	
	<p><b>AIP Outcomes</b></p> <p><b>Whole School Level</b></p> <ul style="list-style-type: none"> <li>-Some HITS are referenced in PLTs &amp; PLCs</li> <li>-Move practice from evolving to embedding HITS</li> </ul> <p><b>Classroom Level</b></p> <ul style="list-style-type: none"> <li>-Some HITS is visible in the classroom</li> <li>-Teachers to provide students with an opportunity to reflect on their own knowledge at the beginning &amp; end of a unit of work</li> <li>-Students will be able to articulate their learning journey in a unit of work with the use of KWL (Know, Want, Learnt)</li> </ul> <p><b>Individual &amp; Tailored Level</b></p> <ul style="list-style-type: none"> <li>-An understanding of what HITS is &amp; what it isn't</li> <li>-Teachers will engage in peer observations, coaching, mentoring &amp; learning walks</li> <li>-Teachers will engage in professional conversations referencing HITS</li> <li>-Teachers will monitor &amp; evaluate their learning journey &amp; growth through self assessment</li> </ul>	
	<p><b>Success Indicators</b></p> <p><b>Whole School Level</b></p> <ul style="list-style-type: none"> <li>-Evidence of staff being active participants in whole school professional learning</li> <li>-Referenced in PLC documentation</li> </ul> <p><b>Classroom Level</b></p> <ul style="list-style-type: none"> <li>-Referenced in coaching cycles, peer observations, mentoring &amp; learning walks</li> <li>-Evidence of student learning growth (e.g. KWL, anchor charts, portfolios)</li> </ul> <p><b>Individual &amp; Tailored Level</b></p> <ul style="list-style-type: none"> <li>-Evidence of teacher self reflections</li> <li>-Professional conversations with a reference to HITS</li> </ul>	

SPOT: Actions, Outcomes & Activities Tab

Activities & Milestones	Who (multiple selection)	Is this a Professional Learning Priority?	When	Budget
<b>Whole School Level</b> Plan whole school professional learning with a focus on the 'purpose' of High Impact Teaching Strategies (HITS)	Leading Teacher Learning Specialist	Yes No	From: Term 3 When: Term 4	\$0
<b>Whole School Level</b> Build middle leadership expertise to deliver & facilitate professional learning	Leadership Learning Specialist Teaching Staff	Yes No	From: Term 3 When: Term 4	\$0
Revist & strengthen the use of HITS in classrooms, with a focus on Structuring Lessons, Explicit Teaching, Collaborative Learning & Worked Examples	Learning Specialist	Yes No	From: Term 3 When: Term 4	\$0
<b>Classroom Level</b> Teachers to engage in reflective practice through coaching, mentoring, peer observations & learning walks	Learning Specialist Teaching Staff	Yes No	From: Term 3 When: Term 4	\$0
<b>Individual &amp; Tailored Level</b> Teachers will reflect on their own classroom practice & identify strengths & areas for improvement	Learning Specialist Teaching Staff	Yes No	From: Term 3 When: Term 4	\$0
<b>Individual &amp; Tailored Level</b> Teachers will audit their own repertoire of HITS strategies used in lessons	Learning Specialist Teaching Staff	Yes No	From: Term 3 When: Term 4	\$0



PRIORITY AREA		
POSITIVE CLIMATE FOR LEARNING		
<b>Goal 2</b>	<b>Improve student engagement, agency and voice in their learning</b>	
<b>Targets</b>	2.1 By 2024 positive responses in the Attitudes to School survey Years 4 - 6 will increase for: <ul style="list-style-type: none"> <li>Motivation and interest from 84 per cent (2019) to 92 per cent (2024)</li> <li>Student voice and agency from 81 per cent (2019) to 90 per cent (2024)</li> <li>Respect for Diversity from 78 per cent (2019) to 88 per cent (2024)</li> <li>Sense of confidence from 84 per cent (2019) to 90 per cent (2024)</li> </ul>	
	2.2 By 2024 positive responses in the School Staff Survey (Prim/Teach) will increase for: <ul style="list-style-type: none"> <li>Academic Emphasis from 37 per cent (2019) to 48 per cent (2024)</li> <li>Collective Efficacy from 48 per cent (2019) to 58 per cent (2024)</li> <li>Promote student ownership of learning from 79 per cent (2019) to 86 per cent (2024)</li> <li>Understand formative assessment from 86 per cent (2019) to 87 per cent (2024)</li> <li>Use high impact teaching strategies from 64 per cent (2019) to 75 per cent (2024)</li> <li>Use student feedback ... from 64 per cent (2019) to 80 per cent (2024)</li> <li>Understand how to analyse data from 64 per cent (2019) to 80 per cent (2024)</li> </ul>	
	2.3 By 2024 positive responses in the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> <li>Effective teaching from 91 per cent (2019) to 92 per cent (2024)</li> </ul>	
	2.4 To decrease the number of 20 plus days from 30 per cent of students in 2019 to below 20 per cent of students in 2024	
<b>6 Month Target</b>	2.1 By 2024 positive responses in the Attitudes to School survey Years 4 - 6 will increase for: <ul style="list-style-type: none"> <li>Motivation and interest from 84 per cent (2019) to 85 per cent (2021)</li> <li>Student voice and agency from 81 per cent (2019) to 82 per cent (2021)</li> <li>Respect for Diversity from 78 per cent (2019) to 79 per cent (2021)</li> <li>Sense of confidence from 84 per cent (2019) to 85 per cent (2021)</li> </ul>	
	2.2 By 2024 positive responses in the School Staff Survey (Prim/Teach) will increase for: <ul style="list-style-type: none"> <li>Academic Emphasis from 37 per cent (2019) to 39 per cent (2021)</li> <li>Collective Efficacy from 48 per cent (2019) to 50 per cent (2021)</li> <li>Promote student ownership of learning from 79 per cent (2019) to 80 per cent (2021)</li> <li>Understand formative assessment from 86 per cent (2019) to 87 per cent (2021)</li> <li>Use high impact teaching strategies from 64 per cent (2019) to 65 per cent (2021)</li> <li>Use student feedback ... from 64 per cent (2019) to 65 per cent (2021)</li> <li>Understand how to analyse data from 64 per cent (2019) to 65 per cent (2021)</li> </ul>	
	2.3 By 2024 positive responses in the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> <li>Effective teaching from 91 per cent (2019) to 92 per cent (2021)</li> </ul>	
	2.4 To decrease the number of 20 plus days from 30 per cent of students in 2019 to below 29 per cent of students in 2021	
<b>KIS 2a</b>	<p><b>DIMENSION: EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE</b></p> <p>Develop and implement a school wide framework for student voice and agency</p> <p><b>EMERGING</b>   <b>EVOLVING*</b>   <b>EMBEDDING</b>   <b>EXCELLING</b></p> <p>The school activates student voice, agency and leadership</p> <p><b>EMERGING</b>   <b>EVOLVING*</b>   <b>EMBEDDING</b>   <b>EXCELLING</b></p> <p>The school builds connectedness and school pride</p>	
<b>EVALUATE &amp; DIAGNOSE</b> Evidence of Impact	<b>PRIORITISE &amp; SET GOALS</b> Achievable Outcomes by the end of Term 4	<b>DEVELOP &amp; PLAN</b> Evidence of Impact Term 3 & 4 Actions
<b>W Staff FISO Evalu...</b>	<p><b>AIP Actions</b></p> <p><b>Whole School Level</b></p> <p>-SIT Team to undertake professional learning (AMPLIFY SVAL MODULES) and build their capacity in SVAL</p>	



	<p>-SIT Team to organise and plan first whole school professional learning days Term 4</p> <p>-Staff participate in whole school PL &amp; Build knowledge and understanding of SVAL</p> <p>-SIT Team to audit current SVAL school practices</p> <p>-SVAL to be added to school's vision, mission statement</p> <p><b>Classroom Level</b></p> <p>-Staff to audit and reflect of current classroom practices &amp; engage in feedback with students regarding SVAL</p> <p><b>Individual &amp; Tailored Level</b></p> <p>-Staff reflect and evaluate their current SVAL practices and understanding</p>	
	<p><b>AIP Outcomes</b></p> <p><b>Whole School Level</b></p> <p>-Staff will have an agreed understanding of SVAL</p> <p>-Staff will have an understanding of the targeted approach/plan to embedding SVAL</p> <p><b>Classroom Level</b></p> <p>-Staff work with students in creating a common understanding and approach to SVAL</p> <p><b>Individual &amp; tailored Level</b></p> <p>-Teachers use self reflection tools to drive their SVAL practice</p> <p>-Students will be able to explain the difference between student voice and agency (at their level)</p> <p>-Teachers will be able to explain the difference between SVAL</p>	
	<p><b>Success Indicators</b></p> <p><b>Whole School Level</b></p> <p>-Evidence of SIT PL (google slide whole school resource)</p> <p>-Staff participation and evaluation of PL days</p> <p>-Evidence of SVAL focus in vision and mission statement</p> <p><b>Classroom level</b></p> <p>-Some evidence of SVAL classroom discussions/reflections (displays/anchor charts)</p> <p><b>Individual &amp; tailored level</b></p> <p>-Evidence of staff self reflection</p> <p>-Students can demonstrate their participation and understanding in schools SVAL journey</p>	

SPOT: Actions, Outcomes & Activities Tab

Activities & Milestones	Who (multiple selection)	Is this a Professional Learning Priority?	When	Budget
<b>Whole School Level</b> Time for SIT Team to audit current SVAl school practices and complete SVAl modules	SEWL/Positive Climate Team	Yes No	From: Term 3 When: Term 4	\$0
SIT Team working party with Adrian Bartolini X2	SEWL Positive Climate Team	Yes No	From: Term 3 When: Term 4	\$1000
Whole school PL curriculum day Adrian bartolini	Whole School	Yes No	From: Term 3 When: Term 4	\$2000
Release for RRRR Team	RRRR Implementation Team	Yes No	From: Term 3 When: Term 4	\$4000
Release Time for team to observe other schools	SEWL Positive Climate Team	Yes No	From: Term 3 When: Term 4	\$5000
<b>Classroom Level</b> Time for staff to audit and reflect of current classroom practices & engage in feedback with students regarding SVAl	Classroom teachers/Specialist Teachers/Students	Yes No	From: Term 3 When: Term 4	\$0
<b>Individual &amp; Tailored Level</b> Time for Staff reflect and evaluate their current SVAl practices and understanding	SEWL/Classroom teachers/Specialist Teachers	Yes No	From: Term 3 When: Term 4	\$0

PRIORITY AREA COMMUNITY ENGAGEMENT IN LEARNING		
<b>Goal 3</b>	<b>Improve student learning through enhanced parent engagement.</b>	
<b>Targets</b>	3.1 By 2024 positive responses in the School Staff Survey (Prin/Teach) will increase for: <ul style="list-style-type: none"> <li>Trust in students and parents from 35 per cent (2019) to 45 per cent (2024)</li> <li>Parent and community involvement from 41 per cent in (2019) to 51 per cent (2024)</li> </ul>	
	3.2 By 2024, Positive responses in the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> <li>Parent participation and involvement from 79 per cent (2019) to 85% (2024)</li> </ul>	
<b>6 Month Target</b>	3.1 By 2024 positive responses in the School Staff Survey (Prin/Teach) will increase for: <ul style="list-style-type: none"> <li>Trust in students and parents from 35 per cent (2019) to 37 per cent (2021)</li> <li>Parent and community involvement from 41 per cent in (2019) to 43 per cent (2021)</li> </ul>	
	3.2 By 2024, Positive responses in the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> <li>Parent participation and involvement from 79 per cent (2019) to 80 per cent (2021)</li> </ul>	
<b>KIS 3a</b>	<b>DIMENSION: BUILDING COMMUNITIES</b> Enhance learning partnerships between the students, staff and families   The school advances community engagement.	
<b>EVALUATE &amp; DIAGNOSE</b> Evidence of Impact	<b>PRIORITISE &amp; SET GOALS</b> Achievable Outcomes by the end of Term 4	<b>DEVELOP &amp; PLAN</b> Evidence of Impact Term 4 Actions How will we get there? What support is required?
 <b>Staff FISO Eva...</b>	<b>AIP Actions</b> <b>Whole School Level</b> -Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating Class Dojo and Compass -Strengthen and adapt the school-wide approach to digital learning, incorporating ClassDojo and Google Classrooms -Build staff capability to integrate digital learning <b>Classroom Level</b> -Use digital channels of communication to provide regular updates on student learning programs -Strengthen relationships with parents/carers/kin and make regular contact and check ins -Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy -Explicitly teach students how to use chosen digital platforms <b>Individual &amp; Tailored Level</b> -Ensure the benefits of digital learning continue to be available to every student -Investigate the opportunities and potential needs for off-site learning for students -Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach	

	<p><b>AIP Outcomes</b></p> <p><b>Whole School Level</b></p> <ul style="list-style-type: none"> <li>-Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin</li> <li>-Staff will have strong relationships with students and parents/carers/kin</li> <li>-The wider community will feel welcome in the school and regularly use school facilities</li> </ul> <p><b>Classroom Level</b></p> <ul style="list-style-type: none"> <li>-Teachers will be confident in integrating digital learning pedagogy</li> <li>-Staff will have strong relationships with students and parents/carers/kin</li> <li>-Students use digital platforms for learning</li> </ul> <p><b>Individual &amp; Tailored Level</b></p> <ul style="list-style-type: none"> <li>-Teachers and support staff will have strong relationships with parents/carers/kin of at-risk students</li> <li>-All students will be connected to resources and learning opportunities</li> <li>-Staff can regularly connect with the parents/carers/kin of all students</li> </ul>	
	<p><b>Success Indicators</b></p> <p><b>Whole School Level</b></p> <ul style="list-style-type: none"> <li>-Observations and learning walks demonstrate use of digital learning</li> <li>-Documentation of school digital policies</li> <li>-Whole school surveys (SSS, AToSS)</li> </ul> <p><b>Classroom Level</b></p> <ul style="list-style-type: none"> <li>-Class participation data</li> <li>-Positive student survey data (internal surveys, AToSS)</li> <li>-Communication and check ins with parents/carers/kin</li> <li>-Attendance</li> </ul> <p><b>Individual &amp; Tailored Level</b></p> <ul style="list-style-type: none"> <li>-Frequency of communications with parents/carers/kin</li> <li>-Student perception and survey data</li> <li>-Staff surveys and feedback</li> </ul>	

SPOT: Actions, Outcomes & Activities Tab

Activities & Milestones	Who (multiple selection)	Is this a Professional Learning Priority?	When	Budget
Set up ClassDojo classes and invite parents	Leading Teacher Classroom Teachers	Yes No	From: Term 3 When: Term 4	\$0
Provide professional learning to staff regarding ClassDojo	Leading Teacher Learning Specialist	Yes No	From: Term 3 When: Term 4	\$0
Set up Compass and invite parents	Assistant Principal	Yes No	From: Term 3 When: Term 4	\$5000
Provide professional learning to staff regarding Compass	Assistant Principal	Yes No	From: Term 3 When: Term 4	\$0
Set up Google Classrooms for students in grades 3-6	Assistant Principal	Yes No	From: Term 3 When: Term 4	\$0
Provide professional learning to staff regarding Google Classrooms	External provider	Yes No	From: Term 3 When: Term 4	\$0
Provide professional learning to staff regarding other digital technologies as needed	Assistant Principal Learning Specialist Staff expertise	Yes No	From: Term 3 When: Term 4	\$0
Provide time for staff to communicate with parents/carers/kin using digital platforms	Leadership	Yes No	From: Term 3 When: Term 4	\$0
Audit digital learning confidence and use	Leadership	Yes No	From: Term 3 When: Term 4	\$0
Audit Digital Policies	Leadership	Yes No	From: Term 3 When: Term 4	\$0
Staff use digital channels of communication to make regular contact with parents/carers/kin	All staff	Yes No	From: Term 3 When: Term 4	\$0
Teachers explicitly teach students how to use chosen digital platforms	Classroom teachers	Yes No	From: Term 3 When: Term 4	\$0

Lease of new notebooks x 100	Assistant Principal	Yes No	From: Term 3 When: Term 4	\$4000 quarterly
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