

# 2020 Annual Implementation Plan

## for improving student outcomes

Koo Wee Rup Primary School (2629)



KOO WEE RUP  
Primary School

Submitted for review by Nathan Jagoe (School Principal) on 08 April, 2020 at 09:31 AM

Endorsed by Mark Anderson (Senior Education Improvement Leader) on 14 April, 2020 at 11:06 AM

Endorsed by Glenn Corrie (School Council President) on 17 April, 2020 at 12:53 PM

## Self-evaluation Summary - 2020

	<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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
<b>Professional leadership</b>	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Embedding

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

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

<b>Enter your reflective comments</b>	<p>We have continued to strengthen our PLC collaborative practices in 2019. The development of our middle leaders has continued to drive the improvement of our school in this space.</p> <p>Our Instructional models continue to be strongly embedded within our whole school. This is evident through our learning walk data and improved reading data as a whole school.</p> <p>Internal professional learning structures (PPD, Peer coaching, maths coaching) have enabled staff to continue to build their capacity in implementing the instructional models of the school.</p>
<b>Considerations for 2020</b>	<p>We recognise that as a school we need to become more systematic in our intervention approaches. As more and more new students enter the school at different year levels, it is important for us to gain a clear insight into their previous learning in a timely manner and have systems and approaches in place to respond promptly.</p> <p>We also recognise our students are limited in their self direction and intrinsic motivation around their learning. We see developing their meta-cognition skills as a driving factor for improves outcomes and greater ownership from students in their learning.</p>

	The impact of the Maths Specialists program has highlighted the power of having specific staff in the role of coaching other teachers around improving their practice and this will be a strong consideration in our staffing profile for 2020.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve the learning outcomes in literacy, numeracy and critical thinking.
<b>Target 1.1</b>	<ul style="list-style-type: none"> <li>• By the end of 2020 our relative growth NAPLAN data in Reading, Writing and Numeracy will show a decrease in low relative growth and an increase to above the state average in high relative growth.</li> <li>• By the end of 2020 our year 3 NAPLAN Numeracy data for students at or below the National Minimum standard will reduce to at least 25% (currently 33.4%)</li> <li>• By the end of 2020 our year 3 NAPLAN Reading data for students at or below the National Minimum standard will reduce to at least 25% (currently 30.3%)</li> <li>• By the end of 2020 our year 3 NAPLAN Writing data will show an increase of students in the top 2 bands to 50% (currently 43.5)</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Identify the key components of effective professional learning teams in order to develop these roles, structures and quality practices for CLTs.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Develop/embed an agreed whole school instructional model in that outlines: <ul style="list-style-type: none"> <li>- Learning intentions and success criteria</li> <li>- Explicit teaching</li> <li>- Reflection on learning</li> </ul>
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Provide for observation, feedback and coaching within and across teams
<b>Goal 2</b>	To improve the engagement and motivation of students in their learning.
<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>• By the end of 2020 SATS data on Stimulating learning will be at 4.5</li> <li>• By the end of 2020 SATS data on Learning Confidence will be at 4.5</li> <li>• By the end of 2020 Parent Opinion Survey results for Student motivation will be above the school type average.</li> </ul>

<b>Key Improvement Strategy 2.a</b> Intellectual engagement and self-awareness	Increase student agency and capacity to monitor their own learning pathways.
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Develop proficiency scales to enable students to set personalised learning goals and monitor their own progress.
<b>Key Improvement Strategy 2.c</b> Intellectual engagement and self-awareness	Increase the range of teacher feedback and formative assessment practices in order to support students achieve individual learning goals.
<b>Key Improvement Strategy 2.d</b> Intellectual engagement and self-awareness	Increase the level of complexity and cognitive demand in learning tasks

## 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 outcomes in literacy, numeracy and critical thinking.	Yes	<ul style="list-style-type: none"> <li>● By the end of 2020 our relative growth NAPLAN data in Reading, Writing and Numeracy will show a decrease in low relative growth and an increase to above the state average in high relative growth.</li> <li>● By the end of 2020 our year 3 NAPLAN Numeracy data for students at or below the National Minimum standard will reduce to at least 25% (currently 33.4%)</li> <li>● By the end of 2020 our year 3 NAPLAN Reading data for students at or below the National Minimum standard will reduce to at least 25% (currently 30.3%)</li> <li>● By the end of 2020 our year 3 NAPLAN Writing data will show an increase of students in the top 2 bands to 50% (currently 43.5)</li> </ul>	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.  All students who enter Tier 2 intervention for reading will show more than 12 months growth through locally collected data (F&P, Cars and Stars) Students in the top 2 Bands of Reading (both Year 3 and 5) will increase in 2020
To improve the engagement and motivation of students in their learning.	Yes	<ul style="list-style-type: none"> <li>● By the end of 2020 SATS data on Stimulating learning will be at 4.5</li> <li>● By the end of 2020 SATS data on Learning Confidence will be at 4.5</li> <li>● By the end of 2020 Parent Opinion Survey results for Student motivation will be above the school type average.</li> </ul>	**We are really grappling with what these targets could be considering this work will be a pilot project**

<b>Goal 1</b>	To improve the learning outcomes in literacy, numeracy and critical thinking.	
<b>12 Month Target 1.1</b>	All students who enter Tier 2 intervention for reading will show more than 12 moths growth through locally collected data (F&P, Cars and Stars) Students in the top 2 Bands of Reading (both Year 3 and 5) will increase in 2020	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Identify the key components of effective professional learning teams in order to develop these roles, structures and quality practices for CLTs.	Yes
<b>KIS 2</b> Building practice excellence	Develop/embed an agreed whole school instructional model in that outlines: - Learning intentions and success criteria - Explicit teaching - Reflection on learning	Yes
<b>KIS 3</b> Building practice excellence	Provide for observation, feedback and coaching within and across teams	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	School data shows that whilst we are making improvements within our school achievement data, our whole school response to intervention is still not hitting the mark with all students. In 2020 our focus will be upon developing and implementing a more systematic and effective response to intervention in all areas. In 2020, KWRPS will continue to develop and embed our instructional model focusing on best practice. This will involve the introduction of a synthetic phonics approach to further enhance our current reading approaches.	
<b>Goal 2</b>	To improve the engagement and motivation of students in their learning.	
<b>12 Month Target 2.1</b>	**We are really grappling with what these targets could be considering this work will be a pilot project**	



<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Intellectual engagement and self-awareness	Increase student agency and capacity to monitor their own learning pathways.	Yes
<b>KIS 2</b> Intellectual engagement and self-awareness	Develop proficiency scales to enable students to set personalised learning goals and monitor their own progress.	No
<b>KIS 3</b> Intellectual engagement and self-awareness	Increase the range of teacher feedback and formative assessment practices in order to support students achieve individual learning goals.	No
<b>KIS 4</b> Intellectual engagement and self-awareness	Increase the level of complexity and cognitive demand in learning tasks	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	in 2020, further research and learning will be completed around student metacognition. This team will be deepening their understanding of how we can develop the capacity of our students to think about their learning. This team will begin exploring their learning within a pilot project to measure the impact before considering and implementing whole school approaches.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve the learning outcomes in literacy, numeracy and critical thinking.			
<b>12 Month Target 1.1</b>	All students who enter Tier 2 intervention for reading will show more than 12 months growth through locally collected data (F&P, Cars and Stars) Students in the top 2 Bands of Reading (both Year 3 and 5) will increase in 2020			
<b>KIS 1</b> Building practice excellence	Identify the key components of effective professional learning teams in order to develop these roles, structures and quality practices for CLTs.			
<b>Actions</b>	Strategically map out all human resources available to implement T2 intervention and strategically and systematically assign them to areas of the school. Assign whole school weekly planning and monitoring time during the school day for leaders of intervention. Train all relevant staff in multi-lit intervention approach. CLTs will develop timely and consistent approaches in identifying students at risk in Reading. Develop research based approaches to ensure time being dedicated to students at risk is having the desired impact. Implementing other forms of intervention (absence data monitoring, parent education and meetings, behaviour and attendance plans) in a systematic way to ensure all academic interventions are timely and having the desired impact.			
<b>Outcomes</b>	Teams will strengthen their understanding and knowledge of how to intervene in a timely manner. Parents will have a greater understanding of the intervention processes running within the school. Students and families will embrace intervention experiences/pathways in a more positive way. Staff will feel a greater level of confidence in our ability to shrink the gap for students at risk.			
<b>Success Indicators</b>	A systematic approach will be developed and implemented as a whole school response to intervention. Students who are placed in T2/3 intervention will show growth in their reading of more than 12 months. Locally collected survey data will show a strong level of understanding and confidence in the school's approaches to intervention. Improved attendance data for students at risk.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Review human resources within the school and assign staff to specific roles dedicated to T2 and T3 intervention within the school	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$80,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Implement professional learning around T1 (LLLL) and T3 (multilit) practices to ensure staff have the capacity to intervene effectively for the needs of students.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop whole school structures within the timetable to allow trained staff the ability to work with students of need. Dedicate time for leadership to monitor the impact of interventions and manage who is receiving T2 and T3 intervention	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Teams will explore implementation of flexitime in the area of Reading. Teams will use data to inform groupings and place teachers based on best practice.	<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
Ongoing professional learning and peer learning opportunities will occur to ensure that as a whole school we are reviewing impact of our practice and teams are modifying according to best practice.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Develop/embed an agreed whole school instructional model in that outlines: - Learning intentions and success criteria - Explicit teaching - Reflection on learning			
<b>Actions</b>	Introduce a systematic synthetic phonics approach to the school (F-2) called Little Learners Love Literacy (LLLL). Modify our CAFE instructional model within the F-2 area based on the new learning around LLLL.			

	<p>Introduce Learning Specialist and Teaching &amp; Learning Coach roles to the school's staffing structures.          Develop strategies and approaches to support staff in implementing LLLL into their CAFE reading block.          Staff's capacity to implement the school's instructional models in all learning areas will continue to be strengthened.</p>			
<b>Outcomes</b>	<p>Foundation and Junior school teachers will have an increased understanding of LLLL and how to implement this as a T1 &amp; T2 approach.          Instructional Model for Reading and Writing will reflect the new learning around LLLL.          Parents will be aware of the approaches used in the Foundation and Junior school and will be able to use this knowledge to support their learning at home.          Student will continue to make growth in the areas of Reading.          Learning Specialist and Teaching and Learning coach will facilitate PPD and provide ongoing support around the Instructional model</p>			
<b>Success Indicators</b>	<p>Learning Walk data will show consistency in our Instructional Model          Students will show growth in the LARS (LLLL) assessment.          Beginning to see a shrink in the tail of students reading below the expected standard          Development of a Foundation/Junior school instructional model around Reading</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Foundation and Junior school participate in a collective PPD with a specific focus around LLLL. Learning specialist and Teaching and Learning coach to facilitate the day. PPD will explore the consistent approach to LLLL in the Foundation and Junior School.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Development of a draft Instructional model from the PPD that will be reviewed and adjusted based on best practice throughout the year.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop whole school structures that allow for the Learning Specialist and Teaching & Learning coach to be released on the same days to allow for planning, coaching, modelling and any other	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$40,000.00

support required to teams around the instructional model in all learning areas and their practice.			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Allocation of time throughout term 2 for the leadership team to conduct learning walks in Reading. Learning walk data to be shared with staff and used to celebrate successes and inform further professional development. Learning walks to be conducted again in term 4.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Peer coaching cycles will have a direct correlation with the learning done around LLLL and the modification to the literacy instructional model.	<input checked="" type="checkbox"/> Teacher(s)	<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 the engagement and motivation of students in their learning.			
<b>12 Month Target 2.1</b>	**We are really grappling with what these targets could be considering this work will be a pilot project**			
<b>KIS 1</b> Intellectual engagement and self-awareness	Increase student agency and capacity to monitor their own learning pathways.			
<b>Actions</b>	Introduction of a team whose specific focus will be around current research and the development and monitoring of a pilot project Structures will be put in place to allow members of the team to participate in ongoing professional development Opportunities will be provided to the team to allow them to share the knowledge with other members of the staff Students will continue to set learning goals in Reading and will continue exploring what this looks like in other areas Development of guiding questions for meta cognition and exploration of where these best fit in our instructional model			
<b>Outcomes</b>	Teachers within the pilot project will first have a clear understanding of meta cognition and self-regulation Teachers within the pilot project will be modelling meta cognitive strategies (self talk) to their students using the guiding questions PLFs will be utilised to share knowledge and information about the pilot project Students will have a deeper understanding of how to use the Mathematician Strategies and when to use them based upon their success			

Success Indicators	Whole school scope and sequence developed and trialed for the Mathematician Strategies Guiding questions evident in the planners of teachers within the pilot project Evidence of students using the Mathematician Strategies			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Five staff members will participate in the Melbourne Universities Science of Learning Schools Partnership Initiative on building meta cognition in students. Ongoing learning throughout the year will continue to strengthen the understanding around meta-cognition and self-regulation.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
An action plan will be developed and reflected upon regularly by the team. This will include adjusting the plan based upon new learning and practice development within the team.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
MetaCog Team will develop draft documentation for the scope and sequence of the Mathematician Strategies throughout the entire school	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Pilot project will be implemented around how we teach, model and implement meta-cognition strategies within the existing mathematician strategies.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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	\$128,500.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	\$128,500.00	\$0.00

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Review human resources within the school and assign staff to specific roles dedicated to T2 and T3 intervention within the school	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$80,000.00	
Implement professional learning around T1 (LLLL) and T3 (multilit) practices to ensure staff have the capacity to intervene effectively for the needs of students.	from: Term 1 to: Term 4		\$3,500.00	
Develop whole school structures that allow for the Learning Specialist and Teaching & Learning coach to be released on the same days to allow for planning, coaching, modelling and any other support required to teams around the instructional model in all learning areas and their practice.	from: Term 1 to: Term 4		\$40,000.00	
Five staff members will participate in the Melbourne Universities Science of Learning Schools Partnership Initiative on building meta cognition in students.	from: Term 1		\$5,000.00	

Ongoing learning throughout the year will continue to strengthen the understanding around meta-cognition and self-regulation.	to: Term 4			
<b>Totals</b>			\$128,500.00	

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implement professional learning around T1 (LLLL) and T3 (multilit) practices to ensure staff have the capacity to intervene effectively for the needs of students.	<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"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants LLLL consultant <input checked="" type="checkbox"/> Departmental resources SSS staff with expertise in program	<input checked="" type="checkbox"/> On-site
Ongoing professional learning and peer learning opportunities will occur to ensure that as a whole school we are reviewing impact of our practice and teams are modifying according to best practice.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Foundation and Junior school participate in a collective PPD with a specific focus around LLLL. Learning specialist and Teaching and Learning coach to facilitate the day. PPD will explore the consistent approach to LLLL in the Foundation and Junior School.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Development of a draft Instructional model from the PPD that will be reviewed and adjusted based on best practice throughout the year.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Peer coaching cycles will have a direct correlation with the learning done around LLLL and the modification to the literacy instructional model.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Five staff members will participate in the Melbourne Universities Science of Learning Schools Partnership Initiative on building meta cognition in students. Ongoing learning throughout the year will continue to strengthen the understanding around meta-cognition and self-regulation.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> External consultants  Ryan Dunn <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Melbourne University
Pilot project will be implemented around how we teach, model and implement meta-cognition strategies within the existing mathematician strategies.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site