2020
ANNUAL IMPLEMENTATION PLAN

FOR IMPROVING STUDENT OUTCOMES

Eltham Primary School (0209)

Submitted for review by Lorraine Kennedy (School Principal) on 26 January, 2020 at 04:41 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

SELF-EVALUATION SUMMARY - 2020

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

SELF-EVALUATION SUMMARY - 2020 (CONT'D)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	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	Evolving moving towards Embedding
	Networks with schools, services and agencies	Evolving moving towards Embedding
	Parents and carers as partners	Evolving moving towards Embedding

SELF-EVALUATION SUMMARY - 2020 (CONT'D)

Enter your reflective comments

Following the school review in term 2, the extent to which teachers use evidence and assessment to plan differentiated teaching was highlighted as an area for improvement, particularly for high achieving students.

The review also found that there was inconsistent approaches to activating student voice and agency in learning.

Opportunities for staff to observe teaching strategies and receive peer feedback was also highlighted as an area for improvement.

There was also inconsistency in development of rich learning tasks and inconsistent approaches to building school connectedness and engagement.

From the school review, it was evident that we have consistent pedagogical approach. Our technical processes (systems & structures) are in place. The focus for the next SSP is to support teachers to be able to adaptively and flexibly apply the systems and processes to different classroom contexts.

Considerations for 2020

Professional learning will focus on embedding the PLC inquiry model in teams, with a particular focus on growth for high achieving students. This will involve professional learning in PLCs regarding data literacy, differentiation, building curriculum knowledge and creating rich tasks.

Professional learning will be focused on embedding a common understanding and language of student voice, agency and leadership to enable ownership of and responsibility for student learning. Students will be enabled to develop their voice and agency through the use of a student feedback and the learning inquiry cycle. We will continue to establish and create valued student leadership roles throughout the school.

Goal 1 - Maximise learning growth for every student in literacy and numeracy

Target 1.1	By 2023 increase the percentage of Year 5 students achieving high relative learning growth on NAPLAN: • Reading from 16% (2018) to 28% • Writing from 20% (2018) to 29% • Numeracy from 14% (2018) to 25%.
Target 1.2	By 2023 increase the percentage of students F-6 achieving above the expected Victorian Curriculum level: • Reading and viewing from 57% to 65% • Speaking and listening from 12% to 25% • Writing from 32% to 45% • Number and algebra from 37% to 50%.

Key Improvement Strategy - 1.a Curriculum planning and assessment

Build teacher capability to track and use evidence of student learning to inform differentiation of the curriculum.

Key Improvement Strategy - 1.b Building practice excellence

Embed a collaborative culture and inquiry cycle to build practice excellence.

Key Improvement Strategy - 1.c Evidence-based high-impact teaching strategies

Develop teacher knowledge and skills to embed high impact literacy and numeracy teaching and learning strategies.

Goal 2 - Empower students to take ownership of and responsibility for their learning

Target 2.1	By 2023 improve the percentage of positive responses to the following factors on the Attitudes to School Survey for Years 4-6: • Stimulated learning from 66% (2018) to 82% • Student voice and agency from 55% (2018) to 80% • Differentiated learning challenge from 72% (2018) to 86% • Self-regulation and goal setting from 76% to 86%.
Target 2.2	By 2023 improve the percentage of positive responses for the following factors on the School Staff Survey Climate module: • Teacher collaboration from 48% (2018) to 80% • Academic emphasis from 53% (2018) to 75% • Collective efficacy from 77% (2018) to 85%.
Target 2.3	By 2023 improve the percentage of positive responses on the Parent Opinion Survey for the factor school pride and confidence from 56% (2018) to 85%.

Key Improvement Strategy - 2.a Empowering students and building school pride

Develop a common understanding and language of student voice, agency and leadership to enable ownership of and responsibility for student learning.

Key Improvement Strategy - 2.b Intellectual engagement and self-awareness

Embed a strong culture of student voice, agency and leadership in learning through an inquiry cycle.

Goal 3 - Strengthen student connectedness and sense of community

Target 3.1	By 2023 improve the percentage of positive responses on the Attitudes to School Survey Years 4-6 for the following factors: • Teacher concern from 60% (2018) to 75% • Sense of connectedness from 53% (2018) to 75% • High expectations for success from 87% to 94% • Managing bullying from 57% (2018) to 75% • Resilience from 71% (2018) to 80%.
Target 3.2	By 2023 improve the percentage of positive responses on the School Staff Survey – School Climate module for the factor, trust in students and parents from 62% (2018) to 75%.
Target 3.3	By 2023 improve the percentage of positive responses on the Parent Opinion Survey for the factor, School pride and confidence from 56% (2018) to 85%.

Key Improvement Strategy - 3.a Health and wellbeing

Embed a whole-school approach to building social and emotional learning.

Key Improvement Strategy - 3.b Setting expectations and promoting inclusion

Build high expectations for learning and teaching in partnership with parents/carers.

Key Improvement Strategy - 3.c Empowering students and building school pride

Develop quality relationships that enhance engagement, self-confidence and learning growth.

SELECT ANNUAL GOALS AND KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise learning growthfor every student in literacy and numeracy	**Yes**	By 2023 increase the percentage of Year 5 students achieving high relative learning growth on NAPLAN: · Reading from 16% (2018) to 28% · Writing from 20% (2018) to 29% · Numeracy from 14% (2018) to 25%.	By 2020 increase the percentage of Year 5 students achieving high relative learning growth on NAPLAN: · Reading from 29% (2019) to 30% · Writing from 19% (2019) to 23% · Numeracy from 10% (2019) to 17%.
		By 2023 increase the percentage of students F-6 achieving above the expected Victorian Curriculum level: · Reading and viewing from 57% to 65% · Speaking and listening from 12% to 25% · Writing from 32% to 45% · Number and algebra from 37% to 50%.	By 2020 increase the percentage of students F-6 achieving above the expected Victorian Curriculum level: · Reading and viewing from 57% to 59% · Speaking and listening from 12% to 15% · Writing from 32% to 36% · Number and algebra from 37% to 41%.
Empower students to take ownership of / and responsibility for their learning	**No**	By 2023 improve the percentage of positive responses to the following factors on the Attitudes to School Survey for Years 4-6: · Stimulated learning from 66% (2018) to 82% · Student voice and agency from 55% (2018) to 80% · Differentiated learning challenge from 72% (2018) to 86% · Self-regulation and goal setting from 76% to 86%.	
		By 2023 improve the percentage of positive responses for the following factors on the School Staff Survey Climate module: · Teacher collaboration from 48% (2018) to 80% · Academic emphasis from 53% (2018) to 75% · Collective efficacy from 77% (2018) to 85%.	
		By 2023 improve the percentage of positive responses on the Parent Opinion Survey for the factor school pride and confidence from 56% (2018) to 85%.	

SELECT ANNUAL GOALS AND KIS (CONT'D)

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Strengthen student connectedness and sense of community	**Yes**	By 2023 improve the percentage of positive responses on the Attitudes to School Survey Years 4-6 for the following factors: · Teacher concern from 60% (2018) to 75% · Sense of connectedness from 53% (2018) to 75% · High expectations for success from 87% to 94% · Managing bullying from 57% (2018) to 75% · Resilience from 71% (2018) to 80%.	By 2020 improve the percentage of positive responses on the Attitudes to School Survey Years 4-6 for the following factors: · Teacher concern from 63% (2019) to 65% · Sense of connectedness from 49% (2019) to 59% · High expectations for success from 87% (2019) to 89% · Managing bullying from 53% (2019) to 58% · Resilience from 68% (2019) to 70%.
		By 2023 improve the percentage of positive responses on the School Staff Survey – School Climate module for the factor, trust in students and parents from 62% (2018) to 75%.	By 2020 improve the percentage of positive responses on the School Staff Survey – School Climate module for the factor, trust in students and parents from 73% (2019) to 75%
		By 2023 improve the percentage of positive responses on the Parent Opinion Survey for the factor, School pride and confidence from 56% (2018) to 85%.	By 2020 improve the percentage of positive responses on the Parent Opinion Survey for the factor, School pride and confidence from 68% (2019) to 72%.

Goal 1 - Maximise learning growth for every student in literacy and numeracy

12 Month Target 1.1	By 2020 increase the percentage of Year 5 students achieving high relative learning growth on NAPLAN: • Reading from 29% (2019) to 30% • Writing from 19% (2019) to 23% • Numeracy from 10% (2019) to 17%.
12 Month Target 1.2	By 2020 increase the percentage of students F-6 achieving above the expected Victorian Curriculum level: • Reading and viewing from 57% to 59% • Speaking and listening from 12% to 15% • Writing from 32% to 36% • Number and algebra from 37% to 41%.

KIS 1 - Curriculum planning and assessment	Is this KIS selected for focus this year?
Build teacher capability to track and use evidence of student learning to inform differentiation of the curriculum.	Yes

KIS 2 - Building practice excellence	
Embed a collaborative culture and inquiry cycle to build practice excellence.	Yes

KIS 3 - Evidence-based high-impact teaching strategies	
Develop teacher knowledge and skills to embed high impact literacy and numeracy teaching and learning strategies.	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 comparison to similar schools the proportions making low growth were higher for reading, writing and numeracy. In particular, our higher achieving students displayed low growth. Our PLCs are working to develop their ability to use data in an inquiry cycle to plan differentiated instruction across the curriculum. Following the school review in term 2, the extent to which teachers use evidence and assessment to plan differentiated teaching was highlighted as an area for improvement, particularly for high achieving students.

Goal 2 - Strengthen student connectedness and sense of community

12 Month Target 2.1	By 2020 improve the percentage of positive responses on the Attitudes to School Survey Years 4-6 for the following factors: • Teacher concern from 63% (2019) to 65% • Sense of connectedness from 49% (2019) to 59% • High expectations for success from 87% (2019) to 89% • Managing bullying from 53% (2019) to 58% • Resilience from 68% (2019) to 70%
12 Month Target 2.2	By 2020 improve the percentage of positive responses on the School Staff Survey – School Climate module for the factor, trust in students and parents from 73% (2019) to 75%
12 Month Target 2.3	By 2020 improve the percentage of positive responses on the Parent Opinion Survey for the factor, School pride and confidence from 68% (2019) to 72%.

KIS 1 - Health and wellbeing	Is this KIS selected for focus this year?
Embed a whole-school approach to building social and emotional learning	No

KIS 2 - Setting expectations and promoting inclusion	
Build high expectations for learning and teaching in partnership with parents/carers.	No

KIS 3 - Empowering students and building school pride	
Develop quality relationships that enhance engagement, self-confidence and learning growth.	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 review found that there was inconsistent approaches to activating student voice and agency in learning. The percentage of positive responses on the Attitude to School Survey for student agency and voice and self-regulation and goal setting trended down. The Attitudes to School Survey outcomes showed that the percentage of positive responses for sense of connectedness and school safety factors had trended down and were below state median.

DEFINE ACTIONS, OUTCOMES AND ACTIVITIES

Goal 1 - Maximise learning growth for every student in literacy and numeracy

12 Month Target 1.1	By 2020 increase the percentage of Year 5 students achieving high relative learning growth on NAPLAN: • Reading from 29% (2019) to 30% • Writing from 19% (2019) to 23% • Numeracy from 10% (2019) to 17%.
12 Month Target 1.2	By 2020 increase the percentage of students F-6 achieving above the expected Victorian Curriculum level: • Reading and viewing from 57% to 59% • Speaking and listening from 12% to 15% • Writing from 32% to 36% • Number and algebra from 37% to 41%.

KIS 1 - Curriculum planning and assessment | Build teacher capability to track and use evidence of student learning to inform differentiation of the curriculum

Actions	Develop teacher data literacy through PLCs Deepen teachers' understanding of differentiation through PLCs
Outcomes	Leaders will: lead PLCs in implementing the PLC inquiry cycle. Leaders will re-structure meeting schedules to facilitate the PLC inquiry cycle. Teachers will: Understand the stages of the inquiry cycle; use multiple sources of data to identify point of need and next stages in learning; design tasks at individual student's point of need. Students will: demonstrate increased growth in literacy and numeracy and will demonstrate increased engagement.
Success Indicators	Leaders will: lead PLCs in implementing the PLC inquiry cycle. Leaders will re-structure meeting schedules to facilitate the PLC inquiry cycle. Success Indicators: Multiple staff members able to lead PLC. Meeting schedule will have allocated time for PLC. Teachers will: Understand the stages of the inquiry cycle; use multiple sources of data to identify point of need and next stages in learning; design tasks at individual student's point of need. Success Indicators: Planning documents. Evidence of differentiation and small group instruction. PLC documentation. Students will: demonstrate increased growth in literacy and numeracy and will demonstrate increased engagement. Success Indicators: NAPLAN data, PAT data and teacher judgements demonstrating an increase in learning growth.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Adjust our existing PLT cycle to weekly PLC meetings	✓ Assistant Principal	PLP Priority	from: Term 1 to: Term 4	$0.00 - Equity funding will be used
Instructional leaders released to work with PLCs to develop data literacy	✓ Leadership Team	✓ PLP Priority	from: Term 1 to: Term 4	$0.00 - Equity funding will be used
Instructional leaders released to work with PLCs to develop a deeper understanding of differentiation	✓ Leadership Team	✓ PLP Priority	from: Term 1 to: Term 4	$0.00 - Equity funding will be used
PLC leaders to visit schools with embedded inquiry processes	✓ PLC Leaders	✓ PLP Priority	from: Term 1 to: Term 2	$2000 - ✓ Equity funding will be used

KIS 2 - Building practice excellence | Embed a collaborative culture and inquiry cycle to build practice excellence

Actions	Continue to implement and build upon existing peer observation cycle to evaluate teacher impact PDPs structured in an inquiry cycle Implement PLC initiative
Outcomes	Leaders will: Work with staff to ensure; peer observation feedback is targeted and specific; staff identify appropriate areas for observations Teachers will: Professionally challenge each other during PLC and team meetings; take ownership of the cohort (collective efficacy) by being able to identify groups of students such as high achievers, no or low growth etc; be reflective on their impact on student learning and strategies used; draw on current research Students will: Understand they are on a continuous learning continuum; discuss their learning and individual goals
Success Indicators	Leaders will: Work with staff to ensure; peer observation feedback is targeted and specific; staff identify appropriate areas for observations Success Indicators: Peer observation notes will be targeted and specific Teachers will: Professionally challenge and support each other during PLC and team meetings; take ownership of the cohort (collective efficacy) by being able to identify groups of students such as high achievers, no or low growth etc; be reflective on their impact on student learning and strategies used; draw on current research Success Indicators: Team discussions around cohort focused on skills for specific groups of students; PLC documentation Students will: Understand they are on a continuous learning continuum; discuss their learning and individual goals Success Indicators: Students will be able to identify where they are on the learning continuum using visual aids in the classroom

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continue to implement and build upon existing peer observation cycle to evaluate teacher impact	✓ Leadership Team ✓ Learning Specialist(s) ✓ Teacher(s)	✓ PLP Priority	from: Term 1 to: Term 4	$0.00 - Equity funding will be used
PDPs structured in an inquiry cycle	✓ Assistant Principal ✓ Principal	✓ PLP Priority	from: Term 1 to: Term 4	$0.00 - Equity funding will be used
Data walls to track student progression moved into team offices	✓ All staff	PLP Priority	from: Term 1 to: Term 4	$0.00 - Equity funding will be used
PLC focus for 6 months on writing and then 6 months on numeracy	✓ All staff	✓ PLP Priority	from: Term 1 to: Term 4	$0.00 - Equity funding will be used
Establish a sharing best practice wall for staff to publicly display their inquiry cycle	✓ All staff	✓ PLP Priority	from: Term 1 to: Term 4	$0.00 - Equity funding will be used
SIT members review peer observation documentation to ensure feedback is specific and targeted	✓ School Improvement Team	✓ PLP Priority	from: Term 1 to: Term 4	$0.00 - Equity funding will be used

DEFINE ACTIONS, OUTCOMES AND ACTIVITIES (CONT'D)

Goal 2 - Strengthen student connectedness and sense of community	
12 Month Target 2.1	By 2020 improve the percentage of positive responses on the Attitudes to School Survey Years 4-6 for the following factors: • Teacher concern from 63% (2019) to 65%.
12 Month Target 2.2	By 2020 improve the percentage of positive responses on the School Staff Survey – School Climate module for the factor, trust in students and parents from 73% (2019) to 75%
12 Month Target 2.3	By 2020 improve the percentage of positive responses on the Parent Opinion Survey for the factor, School pride and confidence from 68% (2019) to 72%.

KIS 1 - Empowering students and building school pride | Develop quality relationships that enhance engagement, self-confidence and learning growth

Actions	Continue to embed our SWPBS framework Allocate resources to support school connection initiatives (SAKG, Sustainability Team, Respectful Relationships, School Band). Establish and embed student leadership roles throughout the school Establish a common understanding of student agency and voice and its implementation across the school
Outcomes	Leaders will: Collaborate with staff and students to refresh our vision and values. Provide community members with opportunities to engage with school events, programs and initiatives. Teachers will: Seek and use student feedback to engage students in their learning; Implement SWPBS framework with fidelity. Students will: Lead and/or engage with community groups and events involving SAKG, Sustainability, School Band and Respectful Relationships.
Success Indicators	Leaders will: Collaborate with staff and students to refresh our vision and values. Provide community members with opportunities to engage with school events, programs and initiatives. Success Indicators: Revised vision and values created in consultation with school community; Calendar of student led school events; Changed assembly schedule to include class meetings and house events. Teachers will: Seek and use student feedback to engage students in their learning; Implement SWPBS framework with fidelity. Success Indicators: Class meetings to gain student feedback (parking lot, surveys, etc...); Teachers demonstrate inclusive behaviours. Students will: Lead and/or engage with community groups and events involving SAKG, Sustainability, School Band and Respectful Relationships. Success Indicators: Sustainability team established and working towards Resource Smart accreditation; School band established and performing; Students demonstrating inclusive behaviours.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
SWPBS team (including students) to lead consistency of implementation of our SWPBS framework	✓ All staff	PLP Priority	from: Term 1 to: Term 4	$1000 - ✓ Equity funding will be used
Allocate resources to support school connection initiatives (SAKG, Sustainability Team, Respectful Relationships, School Band).	✓ Leadership Team	PLP Priority	from: Term 1 to: Term 4	$0.00 - Equity funding will be used
Establish and embed student leadership roles throughout the school	✓ All staff	PLP Priority	from: Term 1 to: Term 4	$0.00 - Equity funding will be used
Establish a common understanding of student agency and voice and its implementation across the school	✓ All staff	✓ PLP Priority	from: Term 1 to: Term 2	$2000 - ✓ Equity funding will be used

EQUITY FUNDING PLANNER

EQUITY SPENDING TOTALS

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$5,000.00	$5,000.00
Additional Equity funding	$00.00	$00.00
Grand Total	**$5,000.00**	**$5,000.00**

ACTIVITIES AND MILESTONES

Activities and Milestones	When	Category	Total proposed budget ($)	Spend ($)
PLC leaders to visit schools with embedded inquiry processes	from: Term 1 to: Term 2	✓ CRT	$2,000.00	$2,000.00
SWPBS team (including students) to lead consistency of implementation of our SWPBS framework	from: Term 1 to: Term 4	✓ Professional development (excluding CRT costs and new FTE) ✓ CRT	$1,000.00	$1,000.00
Establish a common understanding of student agency and voice and its implementation across the school	from: Term 1 to: Term 4	✓ Teaching and learning programs and resources ✓ CRT	$2,000.00	$2,000.00
Totals			**$5,000.00**	**$5,000.00**

ADDITIONAL EQUITY SPEND

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Spend ($)
Totals			**$00.00**	**$00.00**

PROFESSIONAL LEARNING AND DEVELOPMENT PLAN

Professional Learning Priority	**Instructional leaders released to work with PLCs to develop data literacy**		
Who	✓ Leadership Team		
When	from: Term 1 to: Term 4		
Key Professional Learning Strategies	✓ Moderated assessment of student learning	✓ Collaborative Inquiry/Action Research team	✓ Formalised PLC/PLTs
Organisational Structure	✓ PLC/PLT Meeting		
Expertise Accessed	✓ PLC Initiative		
Where	✓ On-site		

Professional Learning Priority	**Instructional leaders released to work with PLCs to develop a deeper understanding of differentiation**		
Who	✓ Leadership Team		
When	from: Term 1 to: Term 4		
Key Professional Learning Strategies	✓ Moderated assessment of student learning	✓ Collaborative Inquiry/Action Research team	✓ Formalised PLC/PLTs
Organisational Structure	✓ PLC/PLT Meeting		
Expertise Accessed	✓ Learning Specialist		
Where	✓ On-site		

Professional Learning Priority	**PLC leaders to visit schools with embedded inquiry processes**
Who	✓ PLC Leaders
When	from: Term 1 to: Term 2
Key Professional Learning Strategies	✓ Collaborative Inquiry/Action Research team
Organisational Structure	✓ Professional Practice Day
Expertise Accessed	✓ PLC Initiative
Where	✓ Off-site (Visiting local schools with embedded PLC practise)

Professional Learning Priority	**Continue to implement and build upon existing peer observation cycle to evaluate teacher impact**		
Who	✓ Leadership Team	✓ Learning Specialist(s)	✓ Teacher(s)
When	from: Term 1 to: Term 4		
Key Professional Learning Strategies	✓ Peer observation including feedback and reflection		
Organisational Structure	✓ Professional Practice Day		
Expertise Accessed	✓ Teaching partners		
Where	✓ On-site		

Professional Learning Priority	PDPs structured in an inquiry cycle			
Who	✓ Assistant Principal		✓ Principal	
When	from: Term 1 to: Term 4			
Key Professional Learning Strategies	✓ Collaborative Inquiry/Action Research team			
Organisational Structure	✓ Professional Practice Day			
Expertise Accessed	✓ Learning Specialist	✓ External consultants Literacy and numeracy consultants	✓ Practice Principles for Excellence in Teaching and Learning	✓ High Impact Teaching Strategies (HITS)
Where	✓ On-site			

Professional Learning Priority	PLC focus for 6 months on writing and then 6 months on numeracy	
Who	✓ All staff	
When	from: Term 1 to: Term 4	
Key Professional Learning Strategies	✓ Collaborative Inquiry/Action Research team	✓ Formalised PLC/PLTs
Organisational Structure	✓ Whole School Pupil Free Day	✓ PLC/PLT Meeting
Expertise Accessed	✓ PLC Initiative	✓ Learning Specialist
Where	✓ On-site	

Professional Learning Priority	Establish a sharing best practice wall for staff to publicly display their inquiry cycle			
Who	✓ All staff			
When	from: Term 1 to: Term 4			
Key Professional Learning Strategies	✓ Moderated assessment of student learning	✓ Collaborative Inquiry/Action Research team	✓ Formalised PLC/PLTs	
Organisational Structure	✓ PLC/PLT Meeting			
Expertise Accessed	✓ PLC Initiative	✓ Learning Specialist	✓ Practice Principles for Excellence in Teaching and Learning	✓ High Impact Teaching Strategies (HITS)
Where	✓ On-site			

Professional Learning Priority	SIT members review peer observation documentation to ensure feedback is specific and targeted
Who	✓ School Improvement Team
When	from: Term 1 to: Term 4
Key Professional Learning Strategies	✓ Peer observation including feedback and reflection
Organisational Structure	✓ Formal School Meeting / Internal Professional Learning Sessions
Expertise Accessed	✓ Internal staff
Where	✓ On-site

Professional Learning Priority	Establish a common understanding of student agency and voice and its implementation across the school	
Who	✓ All staff	
When	from: Term 1 to: Term 4	
Key Professional Learning Strategies	✓ Student voice, including input and feedback	
Organisational Structure	✓ Professional Practice Day	✓ Formal School Meeting / Internal Professional Learning Sessions
Expertise Accessed	✓ Internal staff	✓ Departmental resources (Amplify)
Where	✓ On-site	