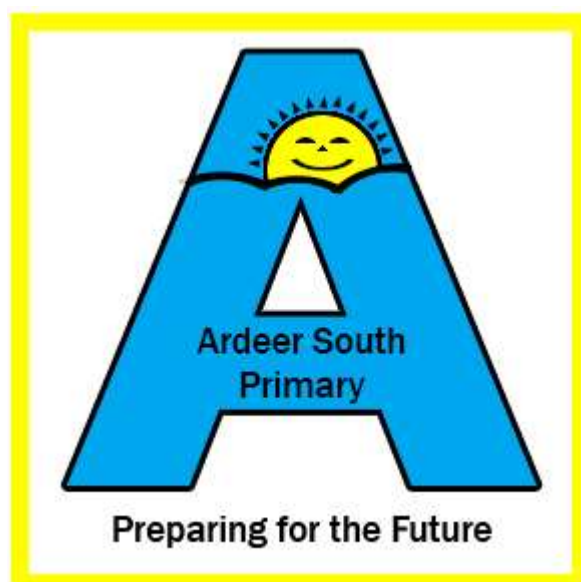


2021 Annual Implementation Plan

for improving student outcomes

Ardeer South Primary School (5064)



Submitted for review by Stuart Telford (School Principal) on 24 November, 2020 at 10:38 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	<p>Due to the global pandemic, 2020 was a particularly challenging year. 2020 saw the introduction of 9 new staff members. Three staff members retired in 2020. Four staff members took leave without pay in 2020. One staff member remained on WorkCover for the entirety of 2020, still indicating an unlikely return to ASPS. Of the new staff members appointed, 3 teachers are CT2 classification, five were in the Grad band. An Assistant Principal was appointed in the middle of the year, completing a leadership profile of a Principal, Assistant Principal, Learning Specialist and Leading Teacher. A new Admin staff member joined our team, and has been appointed to continue her role in 2021. Three of the staff members who began with us in 2020, have indicated that they will not be continuing in 2021. Based on all these significant staffing modifications, time will be required to create and embed a new culture within the school that will allow for identified areas to be developed and focused on in the future. A particular area of focus will be on middle leadership, as we overhaul our middle leadership structure and support them to lead high impact PLCs.</p>
Considerations for 2021	<p>An experienced staff member will lead the implementation of the tutoring program. She will be working with specific students identified within our whole school data and nominated as being 'adversely effected' by their classroom teachers. A Learning Specialist will be working predominantly in the classroom, giving our inexperienced teachers an opportunity to</p>

	<p>observe high quality classroom practices, along with their coaching experience. This will be largely based around the High Impact Teaching Practices and how to effectively manage the new instructional model.</p> <p>Our Leading Teacher, overseeing welfare, will be working predominantly in the classroom to support the adoption of Berry St regulation strategies, as well as the embedding of SEL curriculum.</p> <p>High quality PLCs will be a focus, with ongoing coaching of our Team Leaders to be a feature of our professional development program. There will be opportunities for professional learning, both within the school and within the network.</p> <p>The school has targeted teachers with a background in EAL practices. This will be a focus within our curriculum KLA Team, as we develop our GVC.</p> <p>There will be a restructure of our PSD support program, with ongoing professional learning and coaching to ensure our PSD students are able to access their learning.</p> <p>Growth Coaching will continue to evolve, with the vast majority of staff having access to work with a coach through the AP, LT and LS. This process will be consistent and adhere to the process developed in 2020.</p> <p>The curriculum KLA will begin the longer term project of developing a Guaranteed Viable Curriculum, a major component of our four year strategic plan.</p> <p>The Wellbeing KLA will learn, develop, implement and monitor appropriate Berry St strategies, with a goal for consistent implementation to be evident across the school, in every classroom.</p> <p>Overall, the school will be on a learning journey to embed consistent, evidenced based practices that positively impact student achievement</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>Improve student learning outcomes in Literacy.</p>
<p>Target 1.1</p>	<p>1.1 NAPLAN Benchmark Growth 3-5</p> <p>By 2024, the percentage of students achieving low growth in NAPLAN Benchmark Growth— Reading will decrease from 29% in 2019 to 15% in 2024.</p> <p>By 2024, the percentage of students achieving high growth in NAPLAN Benchmark Growth – Reading will increase from 18% in 2019 to 30% in 2024.</p> <p>By 2024, the percentage of students achieving low growth in NAPLAN Benchmark Growth – Writing will decrease from 48% in 2019 to 25% in 2024.</p> <p>By 2024, the percentage of students achieving high growth in NAPLAN Benchmark Growth – Writing will increase from 11% in 2019 to 20% in 2024.</p> <p>1.2 NAPLAN Top Two Bands</p> <p>By 2024, increase the total of students in the Top Two bands of NAPLAN Year 5 Reading from 14% in 2019 to 20% in 2024.</p> <p>By 2024, increase the total of students in the Top Two bands of NAPLAN Year 5 Writing from 3% in 2019 to 10% in 2024.</p> <p>1.3 Staff Opinion Survey</p> <p>By 2024, increase the percentage of positive endorsement in the Staff Opinion Survey in the area of Collective Teacher Efficacy from 61% in 2019 to 75% in 2024</p> <p>By 2024, increase the percentage positive endorsement in the Staff Opinion Survey in the area of Staff Trust in Colleagues from 47% in 2019 to 80% in 2024.</p>
<p>Key Improvement Strategy 1.a Evaluating impact on learning</p>	<p>1a Develop and embed data literacy across the school.</p>
<p>Key Improvement Strategy 1.b Building practice excellence</p>	<p>1b Collaboratively develop and embed an evidence based instructional model that supports consistent instructional practices.</p>

<p>Key Improvement Strategy 1.c Curriculum planning and assessment</p>	<p>1c Collaboratively develop and embed a whole school literacy program within a viable and guaranteed curriculum.</p>
<p>Goal 2</p>	<p>Improve student learning outcomes in Numeracy.</p>
<p>Target 2.1</p>	<p>2.1 NAPLAN Benchmark Growth 3-5 By 2024, the percentage of students achieving low growth in NAPLAN Benchmark Growth – Numeracy will decrease from 21% in 2019 to 15% in 2024. By 2024, the percentage of students achieving high growth in NAPLAN Benchmark Growth – Numeracy will increase from 14% in 2019 to 25% in 2024.</p> <p>2.2 NAPLAN Top Two Bands By 2024, increase the total of students in the Top Two bands of NAPLAN Year 5 Numeracy from 11% in 2019 to 20% in 2024.</p> <p>2.3 Staff Opinion Survey By 2024, increase the percentage positive endorsement in the Staff Opinion Survey in the area of Teacher Collaboration from 58% in 2019 to 70% in 2024. By 2024, increase the percentage positive endorsement in the Staff Opinion Survey in the area of Collective Focus on Student Learning from 77% in 2019 to 88% in 2024.</p>
<p>Key Improvement Strategy 2.a Evaluating impact on learning</p>	<p>2a Develop and embed data literacy across the school.</p>
<p>Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies</p>	<p>2b Collaboratively develop and embed an evidence based instructional model that supports consistent instructional practices.</p>
<p>Key Improvement Strategy 2.c Curriculum planning and assessment</p>	<p>2c Collaboratively develop and embed whole school numeracy within a viable and guaranteed curriculum.</p>
<p>Goal 3</p>	<p>Improve Student Engagement and Wellbeing.</p>

<p>Target 3.1</p>	<p>3.1 Students Attitudes to School Survey</p> <p>By 2024 maintain a positive endorsement for Student Voice and Agency at 84% or above.</p> <p>By 2024 maintain a positive endorsement for Effective Classroom Behaviour at 84% or above.</p> <p>3.2 Student Attendance</p> <ul style="list-style-type: none"> By 2024, reduce the average number of days students are absent from 18.3 in 2019 to 15 in 2024. <p>3.3 Parent Opinion Survey</p> <p>By 2024 maintain a Parent Opinion Survey participation rate at or above 30%.</p>
<p>Key Improvement Strategy 3.a Health and wellbeing</p>	<p>3a. Collaboratively develop and embed a consistent approach to the teaching of Social and Emotional Learning, underpinned by our school values.</p>
<p>Key Improvement Strategy 3.b Intellectual engagement and self-awareness</p>	<p>3b. Develop teacher capacity to amplify student voice and agency to improve student learning outcomes.</p>
<p>Key Improvement Strategy 3.c Empowering students and building school pride</p>	<p>3c. Strengthen school pride and connection.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Improve student learning outcomes in Literacy.</p>	<p>Yes</p>	<p>1.1 NAPLAN Benchmark Growth 3-5</p> <p>By 2024, the percentage of students achieving low growth in NAPLAN Benchmark Growth– Reading will decrease from 29% in 2019 to 15% in 2024.</p> <p>By 2024, the percentage of students achieving high growth in NAPLAN Benchmark Growth – Reading will increase from 18% in 2019 to 30% in 2024.</p> <p>By 2024, the percentage of students achieving low growth in NAPLAN Benchmark Growth – Writing will decrease from 48% in 2019 to 25% in 2024.</p> <p>By 2024, the percentage of students achieving high growth in NAPLAN Benchmark Growth – Writing will increase from 11% in 2019 to 20% in 2024.</p> <p>1.2 NAPLAN Top Two Bands</p> <p>By 2024, increase the total of students in the Top Two bands of NAPLAN Year 5 Reading from 14% in 2019 to 20% in 2024.</p> <p>By 2024, increase the total of students in the Top Two bands of NAPLAN Year 5 Writing from 3% in 2019 to 10% in 2024.</p> <p>1.3 Staff Opinion Survey</p> <p>By 2024, increase the percentage of positive endorsement in the Staff Opinion Survey in the area of Collective Teacher Efficacy from 61% in 2019 to 75% in 2024</p>	<p>The percentage of students achieving low growth in NAPLAN Benchmark Growth– Reading will decrease from 29% in 2019 to 25% in 2021.</p> <p>The percentage of students achieving high growth in NAPLAN Benchmark Growth –</p>

		<p>By 2024, increase the percentage positive endorsement in the Staff Opinion Survey in the area of Staff Trust in Colleagues from 47% in 2019 to 80% in 2024.</p> <p>Reading will increase from 18% in 2019 to 21% in 2021.</p> <p>The percentage of students achieving low growth in NAPLAN Benchmark Growth – Writing will decrease from 48% in 2019 to 40% in 2021.</p> <p>The percentage of students achieving high growth in NAPLAN Benchmark Growth – Writing will increase from 11% in 2019 to 14% in 2021.</p> <p>Increase the total of students in the</p>
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		<p>Top Two bands of NAPLAN Year 5 Reading from 14% in 2019 to 16% in 2021.</p> <p>Increase the total of students in the Top Two bands of NAPLAN Year 5 Writing from 3% in 2019 to 6% in 2021.</p> <p>1.3 Staff Opinion Survey</p> <p>Increase the percentage of positive endorsement in the Staff Opinion Survey in the area of Collective Teacher Efficacy from 61% in 2019 to 65% in 2021</p>
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		<p>Increase the percentage positive endorsement in the Staff Opinion Survey in the area of Staff Trust in Colleagues from 47% in 2019 to 65% in 2021.</p>
<p>Improve student learning outcomes in Numeracy.</p>	<p>No</p>	<p>2.1 NAPLAN Benchmark Growth 3-5 By 2024, the percentage of students achieving low growth in NAPLAN Benchmark Growth – Numeracy will decrease from 21% in 2019 to 15% in 2024. By 2024, the percentage of students achieving high growth in NAPLAN Benchmark Growth – Numeracy will increase from 14% in 2019 to 25% in 2024.</p> <p>2.2 NAPLAN Top Two Bands By 2024, increase the total of students in the Top Two bands of NAPLAN Year 5 Numeracy from 11% in 2019 to 20% in 2024.</p> <p>2.3 Staff Opinion Survey By 2024, increase the percentage positive endorsement in the Staff Opinion Survey in the area of Teacher Collaboration from 58% in 2019 to 70% in 2024. By 2024, increase the percentage positive endorsement in the Staff Opinion Survey in the area of Collective Focus on Student Learning from 77% in 2019 to 88% in 2024.</p>
<p>Improve Student Engagement and Wellbeing.</p>	<p>Yes</p>	<p>3.1 Students Attitudes to School Survey By 2024 maintain a positive endorsement for Student Voice and Agency at 84% or above. By 2024 maintain a positive endorsement for Effective Classroom Behaviour at 84% or above.</p> <p>3.1 Students Attitudes to School Survey</p>

		<p>3.2 Student Attendance</p> <ul style="list-style-type: none"> • By 2024, reduce the average number of days students are absent from 18.3 in 2019 to 15 in 2024. <p>3.3 Parent Opinion Survey</p> <p>By 2024 maintain a Parent Opinion Survey participation rate at or above 30%.</p>	<p>By the end of 2021, maintain a positive endorsement for Student Voice and Agency at 84% or above.</p> <p>By the end of 2021, maintain a positive endorsement for Effective Classroom Behaviour at 84% or above.</p> <p>3.2 Student Attendance</p> <p>By the end of 2021, reduce the average number of days students are absent from 18.3 in 2019 to 17 in 2021.</p> <p>3.3 Parent Opinion Survey</p>
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Goal 1	Improve student learning outcomes in Literacy.
12 Month Target 1.1	<p>The percentage of students achieving low growth in NAPLAN Benchmark Growth— Reading will decrease from 29% in 2019 to 25% in 2021.</p> <p>The percentage of students achieving high growth in NAPLAN Benchmark Growth – Reading will increase from 18% in 2019 to 21% in 2021.</p> <p>The percentage of students achieving low growth in NAPLAN Benchmark Growth – Writing will decrease from 48% in 2019 to 40% in 2021.</p> <p>The percentage of students achieving high growth in NAPLAN Benchmark Growth – Writing will increase from 11% in 2019 to 14% in 2021.</p> <p>Increase the total of students in the Top Two bands of NAPLAN Year 5 Reading from 14% in 2019 to 16% in 2021.</p> <p>Increase the total of students in the Top Two bands of NAPLAN Year 5 Writing from 3% in 2019 to 6% in 2021.</p> <p>1.3 Staff Opinion Survey</p> <p>Increase the percentage of positive endorsement in the Staff Opinion Survey in the area of Collective Teacher Efficacy from 61% in 2019 to 65% in 2021</p> <p>Increase the percentage positive endorsement in the Staff Opinion Survey in the area of Staff Trust in Colleagues from 47% in 2019 to 65% in 2021.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	1a Develop and embed data literacy across the school.	Yes
KIS 2 Building practice excellence	1b Collaboratively develop and embed an evidence based instructional model that supports consistent instructional practices.	Yes
KIS 3 Curriculum planning and assessment	1c Collaboratively develop and embed a whole school literacy program within a viable and guaranteed curriculum.	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 School Review Panel established the need for the school to establish an instructional model that supported consistent instructional practices across the whole school. Also, an analysis of the school's NAPLAN data identified a high proportion of students demonstrating low to medium growth in literacy. Additionally, the School Performance Report indicated lower literacy growth compared to similar schools. SIt was therefore identified that a focus on literacy was an area requiring a particular focus for the next School Strategic Plan.	
Goal 2	Improve Student Engagement and Wellbeing.	
12 Month Target 2.1	3.1 Students Attitudes to School Survey By the end of 2021, maintain a positive endorsement for Student Voice and Agency at 84% or above. By the end of 2021, maintain a positive endorsement for Effective Classroom Behaviour at 84% or above. 3.2 Student Attendance By the end of 2021, reduce the average number of days students are absent from 18.3 in 2019 to 17 in 2021. 3.3 Parent Opinion Survey	

By the end of 2021, maintain a Parent Opinion Survey participation rate at or above 30%		Is this KIS selected for focus this year?
Key Improvement Strategies		
KIS 1 Health and wellbeing	3a. Collaboratively develop and embed a consistent approach to the teaching of Social and Emotional Learning, underpinned by our school values.	Yes
KIS 2 Intellectual engagement and self-awareness	3b. Develop teacher capacity to amplify student voice and agency to improve student learning outcomes.	Yes
KIS 3 Empowering students and building school pride	3c. Strengthen school pride and connection.	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.	<p>The School Review Panel established that outcomes for students would be enhanced through the creation of a consistent and explicit focus on student wellbeing and engagement.</p> <p>The school has not yet developed a common and shared understanding of student agency and how it might be harnessed to improve engagement and wellbeing.</p> <p>The Panel recommended developing and implementing a plan to empower students to become more reflective, self-aware and independent learners.</p>	

Define Actions, Outcomes and Activities

Goal 1	Improve student learning outcomes in Literacy.
12 Month Target 1.1	<p>The percentage of students achieving low growth in NAPLAN Benchmark Growth— Reading will decrease from 29% in 2019 to 25% in 2021.</p> <p>The percentage of students achieving high growth in NAPLAN Benchmark Growth – Reading will increase from 18% in 2019 to 21% in 2021.</p> <p>The percentage of students achieving low growth in NAPLAN Benchmark Growth – Writing will decrease from 48% in 2019 to 40% in 2021.</p> <p>The percentage of students achieving high growth in NAPLAN Benchmark Growth – Writing will increase from 11% in 2019 to 14% in 2021.</p> <p>Increase the total of students in the Top Two bands of NAPLAN Year 5 Reading from 14% in 2019 to 16% in 2021.</p> <p>Increase the total of students in the Top Two bands of NAPLAN Year 5 Writing from 3% in 2019 to 6% in 2021.</p> <p>1.3 Staff Opinion Survey</p> <p>Increase the percentage of positive endorsement in the Staff Opinion Survey in the area of Collective Teacher Efficacy from 61% in 2019 to 65% in 2021</p> <p>Increase the percentage positive endorsement in the Staff Opinion Survey in the area of Staff Trust in Colleagues from 47% in 2019 to 65% in 2021.</p>
KIS 1	1a Develop and embed data literacy across the school.
Actions	The school will provide the time, personnel and resources required to ensure that highly effective, targeted Professional Learning Communities (PLCs) are in place across the school. The PLCs will have a focus on student data that relates to Literacy.
Outcomes	STUDENTS: * will be assessed regularly as per the Assessment Schedule

	<p>* will have an opportunity to contribute to their own learning goals and tasks</p> <p>* will provide feedback to the staff on the teaching and learning that is taking place</p> <p>* will be able to articulate their academic progress and areas for improvement</p> <p>TEACHERS:</p> <ul style="list-style-type: none"> * will work with students to create learning opportunities at point of need * will work in PLCs to analyse data and ensure a highly engaging curriculum is provided for all students * will regularly discuss individual and cohort learning goals with students * will identify students who require an ILP and monitor its progress * will adhere to the Assessment Schedule and contribute to the data wall as prescribed. * will make links between needs identified in student data and their own professional learning. <p>LEADERS:</p> <ul style="list-style-type: none"> * will be assigned to a PLC to provide support, advice and guidance. * will provide ongoing coaching and support to manage a high functioning PLC and to embed data literacy. * will provide the time and resources required to ensure that teachers have the opportunities to meet in PLCs and plan a rigorous and engaging curriculum * maintain accountability to ensure assessment milestones are adhered to by teachers. 			
<p>Success Indicators</p>	<ul style="list-style-type: none"> * Student opinion survey * Attendance data * Data wall growth * Student interviews/feedback * PLC meeting minutes / evidence of impact * Staff opinion survey * NAPLAN / Teacher judgements 			
<p>Activities and Milestones</p>	<p>Who</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders 	<p>Is this a PL Priority</p> <p><input checked="" type="checkbox"/> PLP Priority</p>	<p>When</p> <p>from: Term 1 to: Term 4</p>	<p>Budget</p> <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Embed PLC collaboration to analyse cohort data in teams</p>				

Professional development in data literacy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ongoing professional learning in PLCs - including readings, network meetings, observations and modelling.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
GROWTH coaching as a professional development tool implemented by AP, LT and LS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Tutor Program - Resources, Prof learning etc.	<input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	1b Collaboratively develop and embed an evidence based instructional model that supports consistent instructional practices.			
Actions	To increase overall outcomes of Literacy through the development of an evidence based structured Instructional Model.			
Outcomes	Teachers will - * understand the characteristics of an evidenced based instructional model * observe and be coached on navigating effective classroom instruction.			

	<p>* embed quality practice and understanding of the ASPS instructional model within all classrooms. * represent their PLTs in the Curriculum School Improvement Team, if required.</p> <p>Learning Specialist and Leaders will -</p> <ul style="list-style-type: none"> * work with teachers - observing, mentoring, coaching and feedback - through the lens of the instructional model. * identify appropriate professional learning to support Literacy development * provide explicit feedback on adherence and performance against instructional model * facilitate learning walks and other learning opportunities to build staff capacity. 																				
<p>Success Indicators</p>	<p>Minutes of meetings will reflect a clear focus on the identified areas. Staff Survey data will increase Professional dialogue in meetings Staff accessing current resources and materials to support their curriculum development Consistency of practice evident through learning walks and curriculum documentation</p>																				
<p>Activities and Milestones</p>	<table border="1"> <thead> <tr> <th data-bbox="667 1720 767 2130">Activities and Milestones</th> <th data-bbox="667 1308 767 1720">Who</th> <th data-bbox="667 889 767 1308">Is this a PL Priority</th> <th data-bbox="667 409 767 889">When</th> <th data-bbox="667 127 767 409">Budget</th> </tr> </thead> <tbody> <tr> <td data-bbox="767 1720 970 2130">Continue investment in professional development, resources and readings in Systematic Synthetic Phonics</td> <td data-bbox="767 1308 970 1720"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Improvement Teacher </td> <td data-bbox="767 889 970 1308"> <input checked="" type="checkbox"/> PLP Priority </td> <td data-bbox="767 409 970 889"> from: Term 1 to: Term 4 </td> <td data-bbox="767 127 970 409"> \$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used </td> </tr> <tr> <td data-bbox="970 1720 1273 2130">Curriculum days/staff meetings that target Literacy - LLLL, 6+1 Traits etc</td> <td data-bbox="970 1308 1273 1720"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Team Leader(s) </td> <td data-bbox="970 889 1273 1308"> <input checked="" type="checkbox"/> PLP Priority </td> <td data-bbox="970 409 1273 889"> from: Term 1 to: Term 4 </td> <td data-bbox="970 127 1273 409"> \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used </td> </tr> <tr> <td data-bbox="1273 1720 1388 2130">Engage the services of a 21st Century Learning consultant</td> <td data-bbox="1273 1308 1388 1720"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) </td> <td data-bbox="1273 889 1388 1308"> <input checked="" type="checkbox"/> PLP Priority </td> <td data-bbox="1273 409 1388 889"> from: Term 1 </td> <td data-bbox="1273 127 1388 409"> \$15,000.00 </td> </tr> </tbody> </table>	Activities and Milestones	Who	Is this a PL Priority	When	Budget	Continue investment in professional development, resources and readings in Systematic Synthetic Phonics	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used	Curriculum days/staff meetings that target Literacy - LLLL, 6+1 Traits etc	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Team Leader(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	Engage the services of a 21st Century Learning consultant	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$15,000.00
Activities and Milestones	Who	Is this a PL Priority	When	Budget																	
Continue investment in professional development, resources and readings in Systematic Synthetic Phonics	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used																	
Curriculum days/staff meetings that target Literacy - LLLL, 6+1 Traits etc	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Team Leader(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																	
Engage the services of a 21st Century Learning consultant	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$15,000.00																	

	<input checked="" type="checkbox"/> STEM Coordinator		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Curriculum planning and assessment	1c Collaboratively develop and embed a whole school literacy program within a viable and guaranteed curriculum.			
Actions	To increase overall outcomes of literacy through the development of a literacy based GVC.			
Outcomes	<p>Staff will -</p> <ul style="list-style-type: none"> * understand the characteristics of high quality GVCs - including targeted professional learning, observations. * engage in regular professional conversations around Literacy - including curriculum, science of reading prof learning and ongoing writing moderation aligned with the 6 + 1 traits. * represent their PL Ts in the Curriculum or Wellbeing School Improvement Team * when available, engage with GROWTH coaching to support their specific professional learning goals. <p>Learning Specialist and Leaders will -</p> <ul style="list-style-type: none"> * Lead their respective PLCs in the Curriculum, Wellbeing, Team Leaders and School Improvement Team * work with teachers - observing, mentoring, coaching and feedback. * identify appropriate professional learning to support Literacy development * support the ongoing development of teaching staff, through coaching, mentoring, observations and learning walks. 			
Success Indicators	<p>Staff Survey data will increase in identified areas - collective efficacy and staff trust.</p> <p>Professional dialogue in meetings, as evident in meeting agenda / minutes.</p> <p>Staff accessing specific resources and materials to support their curriculum development</p> <p>Evidence of Learning visible within PLC room and classrooms</p> <p>Reading Progress evident on School Data Board</p> <p>Student growth evident within data samples from Tutoring program and Intervention program cohort</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning - GVC	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Improve Student Engagement and Wellbeing.			
12 Month Target 2.1	<p>3.1 Students Attitudes to School Survey</p> <p>By the end of 2021, maintain a positive endorsement for Student Voice and Agency at 84% or above.</p> <p>By the end of 2021, maintain a positive endorsement for Effective Classroom Behaviour at 84% or above.</p> <p>3.2 Student Attendance</p> <p>By the end of 2021, reduce the average number of days students are absent from 18.3 in 2019 to 17 in 2021.</p> <p>3.3 Parent Opinion Survey</p> <p>By the end of 2021, maintain a Parent Opinion Survey participation rate at or above 30%</p>			
KIS 1 Health and wellbeing	3a. Collaboratively develop and embed a consistent approach to the teaching of Social and Emotional Learning, underpinned by our school values.			
Actions	The school will provide time and resources to embed a consistent approach to social and emotional learning that is evident in all classrooms and accessible for all children. This will be aligned with our school values and evident throughout school documentation and planning processes.			
Outcomes	<p>Students will -</p> <ul style="list-style-type: none"> - regularly demonstrate behaviours that are consistent with the school values and explicit teaching within the Berry St model. - access daily learning opportunities to build their capacity in self-regulation and social and emotional learning. - confidently articulate the school values and the rationale for their behaviour in terms of its impact on others. <p>Staff will -</p> <ul style="list-style-type: none"> - be immersed in Berry St learning, with a goal to embed this practice within their classrooms, student interactions and planning processes. 			

	<p>- represent their PLCs in the Wellbeing School Improvement Team, and potentially a Berry St team with targeted professional learning to support others.</p> <p>- provide data and feedback and to support the ongoing development of a consistent SEL program within the school.</p> <p>- understand the importance of the SEL curriculum and the links between student wellbeing and achievement.</p> <p>- be supported by a Leading Teacher with the planning and implementation of evidence-based strategies.</p> <p>Leading Teacher will -</p> <ul style="list-style-type: none"> - lead the Wellbeing, ES and Berry St Team - work with teachers - observing, mentoring, coaching and feedback. - identify appropriate professional learning to support SEL development. - support the ongoing development of all staff and students, through coaching, mentoring, observations and learning walks. 												
<p>Success Indicators</p>	<p>Staff and student survey data</p> <p>Evidence within planning documentation</p> <p>Attendance data</p> <p>Compass data</p> <p>Parent feedback</p> <p>Student achievement data</p>												
<p>Activities and Milestones</p>													
<p>Berry St Training</p>	<table border="1"> <thead> <tr> <th data-bbox="932 127 1147 405">Who</th> <th data-bbox="932 405 1147 683">Is this a PL Priority</th> <th data-bbox="932 683 1147 960">When</th> <th data-bbox="932 960 1147 1238">Budget</th> </tr> </thead> <tbody> <tr> <td data-bbox="932 405 1147 683"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team </td> <td data-bbox="932 683 1147 960"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority </td> <td data-bbox="932 960 1147 1238"> <p>from: Term 1</p> <p>to: Term 4</p> </td> <td data-bbox="932 1238 1147 1516"> <p>\$5,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used </td> </tr> <tr> <td data-bbox="932 683 1147 960"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team </td> <td data-bbox="932 960 1147 1238"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority </td> <td data-bbox="932 1238 1147 1516"> <p>from: Term 1</p> <p>to: Term 4</p> </td> <td data-bbox="932 1516 1147 1794"> <p>\$2,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used </td> </tr> </tbody> </table>	Who	Is this a PL Priority	When	Budget	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
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<p>Marketing - SEL</p>													

Release for observations within our network	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Intellectual engagement and self-awareness	3b. Develop teacher capacity to amplify student voice and agency to improve student learning outcomes.			
Actions	The school will provide the data and resources to measure student voice and identify opportunities to improve the classroom learning environment.			
Outcomes	<p>Students will -</p> <ul style="list-style-type: none"> - provide feedback to their teachers on all aspects of their classroom - co-construct goals to improve the classroom culture - work with the teachers through the process to implement strategies to improve the learning environment. <p>Staff will -</p> <ul style="list-style-type: none"> - administer PIVOT surveys and undertake requisite professional learning on use of the platform. - co-construct goals with the students, based on the student voice and feedback received. - engage in professional learning relevant to their selected goal, with support of our Leading Teacher. <p>Assistant Principal will-</p> <ul style="list-style-type: none"> - oversee administration of PIVOT surveys, including collation of data and collection processes. - coach leading teacher to identify opportunities for SEL professional growth. - track goals at a whole school level, including linking to broader trends and addressing these within PDPs. <p>Leading Teacher will -</p> <ul style="list-style-type: none"> - work with classrooms teachers to implement evidence-based strategies relevant to the identified student needs. - identify appropriate professional learning to support achievement of goals. - support the ongoing development of all staff and students, through coaching, mentoring, observations and learning walks. 			
Success Indicators	Achievement of goals as indicated by PIVOT data Staff and student survey data Evidence of goals within planning documentation Attendance data			

	Compass data Parent feedback Student achievement data				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
PIVOT Licenses & Professional Learning	<input checked="" type="checkbox"/> Assistant Principal <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	\$2,000.00 <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	\$68,000.00	\$68,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$68,000.00	\$68,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Ongoing professional learning in PLCs - including readings, network meetings, observations and modelling.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
GROWTH coaching as a professional development tool implemented by AP, LT and LS	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Continue investment in professional development, resources and readings in Systematic Synthetic Phonics	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$25,000.00	\$25,000.00

			<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets			
Curriculum days/staff meetings that target Literacy - LLLL, 6+1 Traits etc	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00	\$5,000.00
Engage the services of a 21st Century Learning consultant	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$15,000.00	\$15,000.00	\$15,000.00
Professional Learning - GVC	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00	\$5,000.00
Berry St Training	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00	\$5,000.00
Marketing - SEL	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Assets	\$2,000.00	\$2,000.00	\$2,000.00

Release for observations within our network	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Totals			\$68,000.00	\$68,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Embed PLC collaboration to analyse cohort data in teams	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional development in data literacy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Ongoing professional learning in PLCs - including readings, network meetings, observations and modelling.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	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"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

				<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<p>PLCs</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	
GROWTH coaching as a professional development tool implemented by AP, LT and LS	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
Tutor Program - Resources, Prof learning etc.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Improvement Teacher 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
Continue investment in professional development, resources and readings in Systematic Synthetic Phonics	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Improvement Teacher 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Curriculum days/staff meetings that target Literacy - LLLL, 6+1 Traits etc	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Engage the services of a 21st Century Learning consultant	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> STEM Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback <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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants 21st Century Learning Consultant - Phill Cristofaro	<input checked="" type="checkbox"/> On-site
Professional Learning - GVC	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Berry St Training	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> On-site	
Marketing - SEL	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> On-site	
Release for observations within our network	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Off-site Observing other schools - within network	
PIVOT Licenses & Professional Learning	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> On-site	

	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting		
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