

2020 Annual Implementation Plan

for improving student outcomes

Sandringham East Primary School (4429)



Submitted for review by Laureen Walton (School Principal) on 22 January, 2020 at 02:01 PM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 24 January, 2020 at 02:16 PM
Endorsed by Alida Williams (School Council President) on 19 July, 2020 at 09:04 PM

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

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

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

Enter your reflective comments	<p>Before our School Review we believed we were implementing PLCs however no teachers had completed PD and our structures and processes didn't reflect the PLC cycle of inquiry. During Term 4 2019, we have begun the process to implement true PLCs. All staff have completed the Bastow online PLC modules and we have discussed how this could work in 2020. As a leadership team we have compared our views and opinions with the staff's and have come up with a model to implement in 2020.</p> <p>With the implementation of PLCs in 2020 we hope to see improvements in teacher understanding of the improvement cycle and become more data literate. We hope to build our capacity to routinely reflect on our practice and to have consistency of teacher judgements across the school. With our vertical PLC structure, we hope to see an improvement in our judgements and our collaborative approach to design high-quality summative and formative assessments.</p> <p>Student voice and agency is also a focus and to build an consistent understanding about what it is and how we implement it across the school.</p> <p>Continuing with our peer observations, learning walks and learning specialist mentoring and coaching will support a consistent school approach. This will also support new staff, graduates and staff with changing their practice.</p>
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Considerations for 2020	<p>Since our school review we have worked strategically to prepare to meet our set targets in the first year of our Strategic Plan. We have a clear focus on establishing highly effective Professional Learning Communities around each of our goals. The PLC will be vertically based with all staff participating and therefore all levels will be represented in each PLC. All staff have completed the PLC modules and the PLC matrix. We are seeking further training in 2020 for Leaders of PLC and are working with Sean Welles to identify the most meaningful PD. We have completely changed the organisation of our meeting schedule to ensure PLCs are given the time needed to implement enquiry cycles. Learning Specialist and APs have been appointed leaders along with a support leader to ensure a breadth of expertise. The SIT team will monitor the progress of the PLCS and provide direction to ensure a consistent approach.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To ensure the learning growth of every student in literacy
Target 1.1	<p>By 2023, the matched cohort of students from Year 3 to 5 in the top two bands for NAPLAN Reading and Writing will be maintained or increased.</p> <p>Percentage of students in the top two bands to be maintained or increased based on 2019 Year 3 - 2021 Year 5 NAPLAN.</p> <p>Percentage of students in the top two bands to be maintained or increased based on 2020 Year 3 - 2022 Year 5 NAPLAN.</p> <p>Percentage of students in the top two bands to be maintained or increased based on 2021 Year 3 - 2023 Year 5 NAPLAN.</p>
Target 1.2	<p>By 2023, we will increase the percentage of students in the medium to high NAPLAN learning relative growth bands in Reading and Writing.</p> <p>Improve from 75% (2019) to 82% (2023) in Reading and 75% (2019) to 82% (2023) in Writing, as measured by NAPLAN Years 3 to 5.</p>
Target 1.3	<p>By 2023, we will increase the percentage of students making 12 months growth according to teacher judgement based on norm referenced assessment in Reading and Writing.</p> <p>Improve from 89% (Semester 2 2017 - Semester 2 2018) students achieving 12 months growth to 95% (Semester 2 2022 - Semester 2 2023), average from Levels 1 - 6 in Reading.</p> <p>Improve from 82% (Semester 2 2017 - Semester 2 2018) students achieving 12 months growth to 90% (Semester 2 2022 - Semester 2 2023), averaged from Levels 1 - 6 in Writing.</p>

Key Improvement Strategy 1.a Building practice excellence	To embed the school's instructional model consistently to ensure it supports the provision of differentiated teaching practices that target the learning needs of students in literacy
Key Improvement Strategy 1.b Evaluating impact on learning	To implement a PLC with an inquiry cycle to evaluate the impact of teaching on learning outcomes
Goal 2	To ensure the learning growth of every student in numeracy
Target 2.1	<p>By 2023, the matched cohort of students from Year 3 to 5 in the top two bands for NAPLAN Numeracy will be maintained or increased.</p> <p>Percentage of students in the top two bands to be maintained or increased based on 2019 Year 3 - 2021 Year 5 NAPLAN.</p> <p>Percentage of students in the top two bands to be maintained or increased based on 2020 Year 3 - 2022 Year 5 NAPLAN.</p> <p>Percentage of students in the top two bands to be maintained or increased based on 2021 Year 3 - 2023 Year 5 NAPLAN.</p>
Target 2.2	<p>By 2023, we will increase the percentage of students in the medium to high NAPLAN learning relative growth bands in Numeracy.</p> <p>Improve from 87% (2019) to 95% (2023) in Numeracy as measured by NAPLAN Years 3 to 5.</p>

Target 2.3	<p>By 2023 we will increase the percentage of students making 12 months growth according to teacher judgement based on norm referenced assessment in Numeracy.</p> <p>Improve from 89% (Semester 2 2017 - Semester 2 2018) students achieving 12 months growth to 95% (Semester 2 2022 - Semester 2 2023), averaged from Levels 1 - 6 in Number & Algebra.</p>
Key Improvement Strategy 2.a Building practice excellence	To embed the school's instructional model consistently to ensure it supports the provision of differentiated teaching practices that target the learning needs of students in numeracy
Key Improvement Strategy 2.b Evaluating impact on learning	To implement a PLC with an inquiry cycle to evaluate the impact of teaching on learning outcomes
Goal 3	To enhance the wellbeing and engagement of all students
Target 3.1	<p>Drafting note: consider combining the three AToSS targets into one (with three dotpoints) and choosing 1-2 other sources of data to measure engagement and wellbeing, e.g. attendance, POS, SWPBS etc. This allows for triangulation of data in measuring achievement of the goal.</p> <p>By 2023 the AToSS factor of:</p> <ul style="list-style-type: none"> • Student voice and agency will improve from 69% (2018) to 80% (2023)
Target 3.2	<p>By 2023 the AToSS factor of:</p> <ul style="list-style-type: none"> • Sense of connectedness 76% (2017) to 84% (2023)

Target 3.3	<p>By 2023 the AToSS factor of:</p> <ul style="list-style-type: none"> • Teacher Concern 68% (2018) to 76% (2023)
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Develop and implement a process for students and teachers to participate in the development of challenging and realistic student learning goals, and to monitor progress against the learning goals
Key Improvement Strategy 3.b Empowering students and building school pride	Embed a whole school approach to support students to build resilience, strengthen their social skills and build positive relationships with peers

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To ensure the learning growth of every student in literacy	Yes	<p>By 2023, the matched cohort of students from Year 3 to 5 in the top two bands for NAPLAN Reading and Writing will be maintained or increased.</p> <p>Percentage of students in the top two bands to be maintained or increased based on 2019 Year 3 - 2021 Year 5 NAPLAN.</p> <p>Percentage of students in the top two bands to be maintained or increased based on 2020 Year 3 - 2022 Year 5 NAPLAN.</p> <p>Percentage of students in the top two bands to be maintained or increased based on 2021 Year 3 - 2023 Year 5 NAPLAN.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2020, 73% of students in the top 2 bands in L3 for Literacy will remain in the top 2 bands in L5.</p>
		<p>By 2023, we will increase the percentage of students in the medium to high NAPLAN learning relative growth bands in Reading and Writing.</p> <p>Improve from 75% (2019) to 82% (2023) in Reading and 75% (2019) to 82% (2023) in Writing, as measured by NAPLAN Years 3 to 5.</p>	<p>In 2020, 77% of students will increase from medium to high NAPLAN learning relative growth bands in reading and writing.</p>
		<p>By 2023, we will increase the percentage of students making 12 months growth according to teacher judgement</p>	<p>By the end of Semester 2 in 2020, we will increase the % of students making 12</p>

		<p>based on norm referenced assessment in Reading and Writing.</p> <p>Improve from 89% (Semester 2 2017 - Semester 2 2018) students achieving 12 months growth to 95% (Semester 2 2022 - Semester 2 2023), average from Levels 1 - 6 in Reading.</p> <p>Improve from 82% (Semester 2 2017 - Semester 2 2018) students achieving 12 months growth to 90% (Semester 2 2022 - Semester 2 2023), averaged from Levels 1 - 6 in Writing.</p>	<p>months growth, according to teacher judgements based on norm referenced assessment to 91% in reading.</p> <p>By the end of Semester 2 in 2020, we will increase the % of students making 12 months growth, according to teacher judgements based on norm referenced assessment to 84% in writing.</p>
To ensure the learning growth of every student in numeracy	Yes	<p>By 2023, the matched cohort of students from Year 3 to 5 in the top two bands for NAPLAN Numeracy will be maintained or increased.</p> <p>Percentage of students in the top two bands to be maintained or increased based on 2019 Year 3 - 2021 Year 5 NAPLAN.</p> <p>Percentage of students in the top two bands to be maintained or increased based on 2020 Year 3 - 2022 Year 5 NAPLAN.</p> <p>Percentage of students in the top two bands to be maintained or increased based on 2021 Year 3 - 2023 Year 5 NAPLAN.</p>	<p>In 2020, 88% of matched cohort students from Y3 to Y5 will remain in the top 2 bands for numeracy.</p>

		<p>By 2023, we will increase the percentage of students in the medium to high NAPLAN learning relative growth bands in Numeracy.</p> <p>Improve from 87% (2019) to 95% (2023) in Numeracy as measured by NAPLAN Years 3 to 5.</p>	<p>In 2020, 89% of students will be placed in the medium to high NAPLAN learning relative growth bands.</p>
		<p>By 2023 we will increase the percentage of students making 12 months growth according to teacher judgement based on norm referenced assessment in Numeracy.</p> <p>Improve from 89% (Semester 2 2017 - Semester 2 2018) students achieving 12 months growth to 95% (Semester 2 2022 - Semester 2 2023), averaged from Levels 1 - 6 in Number & Algebra.</p>	<p>By the end of Semester 2 in 2020, we will increase the % of students making 12 months growth, according to teacher judgements based on norm referenced assessment to 91% in numeracy.</p>
<p>To enhance the wellbeing and engagement of all students</p>	<p>Yes</p>	<p>Drafting note: consider combining the three AToSS targets into one (with three dotpoints) and choosing 1-2 other sources of data to measure engagement and wellbeing, e.g. attendance, POS, SWPBS etc. This allows for triangulation of data in measuring achievement of the goal.</p> <p>By 2023 the AToSS factor of:</p> <ul style="list-style-type: none"> • Student voice and agency will improve from 69% (2018) to 80% (2023) 	<p>Student voice and agency as measured by AToSS 2020 to achieve 75%</p>
		<p>By 2023 the AToSS factor of:</p>	<p>Sense of connectedness as measured by AToSS 2020 to achieve 81%</p>

		<ul style="list-style-type: none"> • Sense of connectedness 76% (2017) to 84% (2023) 	
		<p>By 2023 the AToSS factor of:</p> <ul style="list-style-type: none"> • Teacher Concern 68% (2018) to 76% (2023) 	Teacher concern as measured by AToSS 2020 to achieve 73%

Goal 1	To ensure the learning growth of every student in literacy	
12 Month Target 1.1	In 2020, 73% of students in the top 2 bands in L3 for Literacy will remain in the top 2 bands in L5.	
12 Month Target 1.2	In 2020, 77% of students will increase from medium to high NAPLAN learning relative growth bands in reading and writing.	
12 Month Target 1.3	<p>By the end of Semester 2 in 2020, we will increase the % of students making 12 months growth, according to teacher judgements based on norm referenced assessment to 91% in reading.</p> <p>By the end of Semester 2 in 2020, we will increase the % of students making 12 months growth, according to teacher judgements based on norm referenced assessment to 84% in writing.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To embed the school's instructional model consistently to ensure it supports the provision of differentiated teaching practices that target the learning needs of students in literacy	No
KIS 2 Evaluating impact on learning	To implement a PLC with an inquiry cycle to evaluate the impact of teaching on learning outcomes	Yes

<p>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>	<p>Based on feedback from our school review in 2019, the school has been directed to implement a PLC with an inquiry cycle to evaluate the impact of teaching on learning outcomes in literacy. The staff had not completed the online PLC modules and so there was not a deep and consistent understanding of what an effective PLC looked like. Results from the self-evaluation show we are still evolving in the area of 'assessment literacy'. Through PLCs, staff will further develop their skills to use data to identify problems of practice and implement inquiry cycles through a PLC that will address these areas.</p> <p>62% of students who were assessed in the top 2 bands for reading in 2017 were maintained in 2019, identifying reading as a key area of focus for our School Strategic Plan.</p> <p>Only 47% of students who were assessed in the top 2 bands for writing in 2017 were maintained in 2019, identifying writing as another key area of focus for our SSP.</p>	
Goal 2	To ensure the learning growth of every student in numeracy	
12 Month Target 2.1	In 2020, 88% of matched cohort students from Y3 to Y5 will remain in the top 2 bands for numeracy.	
12 Month Target 2.2	In 2020, 89% of students will be placed in the medium to high NAPLAN learning relative growth bands.	
12 Month Target 2.3	By the end of Semester 2 in 2020, we will increase the % of students making 12 months growth, according to teacher judgements based on norm referenced assessment to 91% in numeracy.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To embed the school's instructional model consistently to ensure it supports the provision of differentiated teaching practices that target the learning needs of students in numeracy	No
KIS 2 Evaluating impact on learning	To implement a PLC with an inquiry cycle to evaluate the impact of teaching on learning outcomes	Yes

<p>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>	<p>Based on feedback from our school review in 2019, the school has been directed to implement a PLC with an inquiry cycle to evaluate the impact of teaching on learning outcomes in numeracy. Results from the self-evaluation show we are still evolving in the area of 'assessment literacy'. Through PLCs, staff will further develop their skills to use data to identify problems of practice and implement inquiry cycles through a PLC that will address these areas. 86% of students who were assessed in the top 2 bands for numeracy in 2017 were maintained in 2019, identifying numeracy as an area of strength that needs to be maintained and improved to achieve a score of 100% of students remaining in the top two national bands for numeracy by 2023. L5 diagnostic analysis of numeracy, identifies measurement and geometry as a key area for further analysis so staff can use data to identify problems of practise within this strand.</p>	
Goal 3	To enhance the wellbeing and engagement of all students	
12 Month Target 3.1	Student voice and agency as measured by AToSS 2020 to achieve 75%	
12 Month Target 3.2	Sense of connectedness as measured by AToSS 2020 to achieve 81%	
12 Month Target 3.3	Teacher concern as measured by AToSS 2020 to achieve 73%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Develop and implement a process for students and teachers to participate in the development of challenging and realistic student learning goals, and to monitor progress against the learning goals	No
KIS 2 Empowering students and building school pride	Embed a whole school approach to support students to build resilience, strengthen their social skills and build positive relationships with peers	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 acknowledged some strengths in our Social and Emotion Learning programs, but highlighted the need for greater focus for a targeted approach with the concept that we may have invested in too many programs to be effective. For some time one of our key programs has been Rights Resilience and Respectful Relationships but we have been collective decision that this should be our flagship program. The SEL PLC will investigate ways to enhance the implementation of this program to maximise outcomes and also determine what role other programs will play, if any. All PLCs, including Literacy and Numeracy, will have a Student Agency and Voice focus in at least one of their enquiry cycles. In advance of the official commencement of these PLCs in 2020 we have already identified schools with a record of success in this area.

At the end of 2019 we embarked on the process of establishing our new school vision and values. This process of consultation included the whole community, including students, of course. We reduced our set of values from 9 to 3 so they are clear and well-known. With this succinct approach we will now launch these in 2020, but more importantly these will inform and give accountability to all our roles, behaviours and conversations. The values of Care, Aspiration and Respect will give substance to our SEL focus.

Define Actions, Outcomes and Activities

Goal 1	To ensure the learning growth of every student in literacy
12 Month Target 1.1	In 2020, 73% of students in the top 2 bands in L3 for Literacy will remain in the top 2 bands in L5.
12 Month Target 1.2	In 2020, 77% of students will increase from medium to high NAPLAN learning relative growth bands in reading and writing.
12 Month Target 1.3	By the end of Semester 2 in 2020, we will increase the % of students making 12 months growth, according to teacher judgements based on norm referenced assessment to 91% in reading. By the end of Semester 2 in 2020, we will increase the % of students making 12 months growth, according to teacher judgements based on norm referenced assessment to 84% in writing.
KIS 1 Evaluating impact on learning	To implement a PLC with an inquiry cycle to evaluate the impact of teaching on learning outcomes
Actions	Implement Literacy Professional Learning Communities at Sandringham East Primary School. In 2020 we will have a focus on developing teacher capacity through the implementation of PLCs following the BASTOW model training by all staff. A feature of this will be effectively using student achievement data to inform planning and explicit teaching. We will continue to maintain and build our parent support / helpers programs in Literacy and Numeracy across the school through the use of information sessions and professional reading. eg parent sessions. NAPLAN item analysis for inform teaching. In 2020 level leaders will be known as Learning Leaders to promote a 'learning' mindset for all staff. In 2020 we will have a focus on developing teacher capacity through the implementation of PLCs following the BASTOW model training by all staff. A feature of this will be effectively using student achievement data to inform planning and explicit teaching.
Outcomes	Leaders will: <ul style="list-style-type: none"> • Facilitate and embed an appropriate PLC structure • Communicate high expectations about the PLC program • Provide a range of data and deliver PD to support data literacy • Consult with teachers to identify the priority for each PLC • Participate in training that supports their capacity to lead a PLC • Participate in the Bastow Literacy Leaders Course • Leaders will participate in the Bayside Literacy Cluster

	<p>Teachers will:</p> <ul style="list-style-type: none"> • Complete the PLC modules from the Department of Education • Engage in conversations, research and investigations to further develop their understanding and decision making within the PLC • Represent their year level to ensure a consistent whole school approach by actively participating in one PLC <p>Students will:</p> <ul style="list-style-type: none"> • Be able to identify behaviours behind our values in relation to their learning • Be able to identify specific examples of agency, voice and leadership in their learning • Be able to set and track progress against individual learning goals • Understand learning intentions and can link these to their individual goals • Have opportunity to use multiple forms of formative assessment
<p>Success Indicators</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> • Circulate minutes, agendas, additional resources to all staff • Ensure performance plans reflect individual's effective participation in PLCs • Establish a 4 year plan for the PLCs including staff succession planning • Provide literacy data from NAPLAN for analysis • Monitor a consistent approach towards literacy <p>Teachers will:</p> <ul style="list-style-type: none"> • Record completion of any professional development linked to their PLC • Collect evidence used to evaluate the impact of teaching on student outcomes • Communicate back to their level regarding PLC goals and actions

	<ul style="list-style-type: none"> Participate in unpacking NAPLAN data, analysing SA Spelling, SWIST, Running Records, Cold Writes, EOI and classroom observations to monitor student growth Use analysis of literacy data to identify problems of practice. Document student agency, voice and leadership in curriculum documentation <p>Students will:</p> <ul style="list-style-type: none"> work together collaboratively to apply previously acquired knowledge articulate values underpinning behaviours asking students themselves formally and informally about how they have a voice, ownership of their learning and leadership opportunities have learning goals reviewed regularly (evidence of this provided by teacher) 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and document structure and protocols for Literacy PLC at Sandy East	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Attend PD to support capability to lead a PLC	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Participate in professional learning related to literacy, .e.g. peer obs, learning walks, PD	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Complete professional learning workshops on analysing and using data	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Include at least one literacy PLC goal in PDP, e.g. professional knowledge goal	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Documentation to support the focus area (problem of practice) process	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Draft the 2021 AIP Key Improvement Strategy related to literacy	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students' literacy will be enhanced through the employment of a speech therapist	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,368.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To ensure the learning growth of every student in numeracy			
12 Month Target 2.1	In 2020, 88% of matched cohort students from Y3 to Y5 will remain in the top 2 bands for numeracy.			

12 Month Target 2.2	In 2020, 89% of students will be placed in the medium to high NAPLAN learning relative growth bands.
12 Month Target 2.3	By the end of Semester 2 in 2020, we will increase the % of students making 12 months growth, according to teacher judgements based on norm referenced assessment to 91% in numeracy.
KIS 1 Evaluating impact on learning	To implement a PLC with an inquiry cycle to evaluate the impact of teaching on learning outcomes
Actions	<p>Implement Numeracy Professional Learning Communities at Sandringham East Primary School.</p> <p>In 2020 we will have a focus on developing teacher capacity through the implementation of PLCs following the BASTOW model training by all staff. A feature of this will be effectively using student achievement data to inform planning and explicit teaching. We will continue to maintain and build our parent support / helpers programs in Literacy and Numeracy across the school through the use of information sessions and professional reading. eg Level 1 and 2 Maths parent sessions. NAPLAN item analysis for inform teaching. In 2020 level leaders will be known as Learning Leaders to promote a 'learning' mindset for all staff. In 2020 we will have a focus on developing teacher capacity through the implementation of PLCs following the BASTOW model training by all staff. A feature of this will be effectively using student achievement data to inform planning and explicit teaching.</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Facilitate and embed an appropriate PLC structure • Communicate high expectations about the PLC program • Provide a range of data and deliver PD to support data literacy • Consult with teachers to identify the priority for each PLC • Participate in training that supports their capacity to lead a PLC • Participate in the Bastow Numeracy Leaders Course • Leaders will participate in the Bayside Numeracy Cluster <p>Teachers will:</p> <ul style="list-style-type: none"> • Complete the PLC modules from the Department of Education • Engage in conversations, research and investigations to further develop their understanding and decision making within the PLC • Represent their year level to ensure a consistent whole school approach by actively participating in one PLC • Have an understanding of how to create the conditions and develop and employ the practices conducive to student agency, voice and leadership <p>Students will:</p>

	<ul style="list-style-type: none"> • experience improved performance (all students) (HITS 10) • have individualised interventions (HITS 10) • experience high quality, evidence-based group instruction (HITS 10) • benefit from PLCs driving teacher learning based on identified needs from student data and classroom observation 			
Success Indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> • Circulate minutes, agendas, additional resources to all staff • Ensure performance plans reflect individual's effective participation in PLCs • Establish a 4 year plan for the PLCs including staff succession planning • Provide numeracy data from NAPLAN for analysis • Monitor a consistent approach towards numeracy <p>Teachers will:</p> <ul style="list-style-type: none"> • Record completion of any professional development linked to their PLC • Collect evidence used to evaluate the impact of teaching on student outcomes • Communicate back to their level regarding PLC goals and actions • Participate in unpacking NAPLAN data, analysing Essential Assessment, PAT, MOI and classroom observations to monitor student growth • Use analysis of numeracy data to identify problems of practice. • Document student agency, voice and leadership in curriculum documentation <p>Students will:</p> <ul style="list-style-type: none"> • be assessed against their prior achievements rather than against other students' work • work at different levels and paces using open ended tasks 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Develop and document structure and protocols for Numeracy PLC at Sandy East	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Attend PD to support capability to lead a PLC	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Participate in professional learning related to numeracy, .e.g. peer obs, learning walks, PD	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Complete professional learning workshops on analysing and using data	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Include at least one numeracy PLC goal in PDP, e.g. professional knowledge goal	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Documentation to support the focus area (problem of practice) process	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Draft the 2021 AIP Key Improvement Strategy related to numeracy	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To enhance the wellbeing and engagement of all students			
12 Month Target 3.1	Student voice and agency as measured by AToSS 2020 to achieve 75%			
12 Month Target 3.2	Sense of connectedness as measured by AToSS 2020 to achieve 81%			
12 Month Target 3.3	Teacher concern as measured by AToSS 2020 to achieve 73%			
KIS 1 Empowering students and building school pride	Embed a whole school approach to support students to build resilience, strengthen their social skills and build positive relationships with peers			
Actions	Implement Student Wellbeing and Engagement Professional Learning Communities at Sandringham East Primary School. In 2020, we will create a whole school framework for Student Voice and Agency, which will be an essential strategy for each of our PLCs. In 2020 level leaders will be known as Learning Leaders to promote a 'learning' mindset for all staff. In 2020 we will have a focus on developing teacher capacity through the implementation of PLCs following the BASTOW model training by all staff. A feature of this will be effectively using student achievement data to inform planning and explicit teaching.			
Outcomes	Leaders will: <ul style="list-style-type: none"> • Facilitate and embed an appropriate PLC structure • Communicate high expectations about the PLC program • Provide a range of data and deliver PD to support data literacy • Consult with teachers to identify the priority for each PLC • Participate in training that supports their capacity to lead a PLC • Leaders will participate in the RRRR BPA Lead Schools Community of Practice Teachers will: <ul style="list-style-type: none"> • Complete the PLC modules from the Department of Education • Engage in conversations, research and investigations to further develop their understanding and decision making within the 			

	<p>PLC</p> <ul style="list-style-type: none"> • Represent their year level to ensure a consistent whole school approach by actively participating in one PLC • Have an understanding of how to create the conditions and develop and employ the practices conducive to student agency, voice and leadership <p>Students will:</p> <ul style="list-style-type: none"> • Be able to demonstrate resilience when faced with challenges in their learning • Be able to demonstrate resilience when faced with challenging social situations • Be able to identify specific ways in which their teachers demonstrate concern for them as individuals and learners • Be able to identify specific examples of agency, voice and leadership 			
<p>Success Indicators</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> • Circulate minutes, agendas, additional resources to all staff • Ensure performance plans reflect individual's effective participation in PLCs • Establish a 4 year plan for the PLCs including staff succession planning • Provide data from Student Wellbeing and Engagement surveys for analysis • Monitor a consistent approach towards Student Wellbeing and Engagement <p>Teachers will:</p> <ul style="list-style-type: none"> • Record completion of any professional development linked to their PLC • Collect evidence used to evaluate the impact on student outcomes • Communicate back to their level regarding PLC goals and actions • Participate in unpacking AToSS and Bayside Youth Resilience Survey and classroom observations to monitor student wellbeing and engagement • Use analysis of data to identify problems of practice. • Document student agency, voice and leadership in curriculum documentation <p>Students will:</p> <ul style="list-style-type: none"> • Apply problem solving and help-seeking strategies to overcome challenges with their learning and social situations • Describe their connectedness to the school, including examples of agency, voice and leadership • Articulate their positive, productive working relationships with their peers • Articulate their positive, productive working relationships with their teachers 			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>

Develop and document structure and protocols for Student Wellbeing and Engagement PLC at Sandy East	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Attend PD to support capability to lead a PLC	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Participate in professional learning related to Student Wellbeing and Engagement, .e.g. peer obs, learning walks, PD, Adam Voigt, Play Is The Way	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Complete professional learning workshops on analysing and using data	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Include at least one Student Wellbeing and Engagement PLC goal in PDP, e.g. professional knowledge goal	<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
Documentation to support the focus area (problem of practice) process	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Draft the 2021 AIP Key Improvement Strategy related to Student Wellbeing and Engagement	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$8,368.00	\$8,368.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$8,368.00	\$8,368.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Students' literacy will be enhanced through the employment of a speech therapist	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$8,368.00	\$8,368.00
Totals			\$8,368.00	\$8,368.00

Additional Equity spend

Outline here any additional Equity spend for 2020	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
Develop and document structure and protocols for Literacy PLC at Sandy East	<input checked="" type="checkbox"/> School Improvement Team	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Attend PD to support capability to lead a PLC	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Bastow Literacy courses. Targeted PLC training for leaders. School Visits. Establish new Communities of Practice.
Participate in professional learning related to literacy, .e.g. peer obs, learning walks, PD	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

Complete professional learning workshops on analysing and using data	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Include at least one literacy PLC goal in PDP, e.g. professional knowledge goal	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Documentation to support the focus area (problem of practice) process	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Develop and document structure and protocols for Numeracy PLC at Sandy East	<input checked="" type="checkbox"/> School Improvement Team	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> Off-site Bastow Numeracy Leaders course. Targeted PLC training for leaders. School Visits. Establish new

						Communities of Practice.
Attend PD to support capability to lead a PLC	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <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"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Bastow
Participate in professional learning related to numeracy, .e.g. peer obs, learning walks, PD	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<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"/> Network Professional Learning <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"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Complete professional learning workshops on analysing and using data	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
<p>Include at least one numeracy PLC goal in PDP, e.g. professional knowledge goal</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 2 to: Term 2</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <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"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
<p>Documentation to support the focus area (problem of practice) process</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	
Develop and document structure and protocols for Student Wellbeing and Engagement PLC at Sandy East	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<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 Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Attend PD to support capability to lead a PLC	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <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"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Bastow Cluster PD
Participate in professional learning related to Student Wellbeing and Engagement, .e.g. peer obs, learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

walks, PD, Adam Voigt, Play Is The Way			<input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> PLC/PLT Meeting	Adam Voigt Play is the Way <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Complete professional learning workshops on analysing and using data	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<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"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Include at least one Student Wellbeing and Engagement PLC goal in PDP, e.g. professional knowledge goal	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Documentation to support the focus area (problem of practice) process	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
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