

# 2024 Annual Implementation Plan

## for improving student outcomes

Fawkner Primary School (3590)



Submitted for review by Roger Pell (School Principal) on 25 March, 2024 at 12:57 PM  
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 25 March, 2024 at 06:03 PM  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2024

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Future planning</b>	Moving forward, we are really happy with our progress this year. We believe we are still on track to achieve our four year goals. The KIS we implemented effectively had the positive impact we expected. Continue with maths and student voice and agency moving forward into next year.
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To reduce the percentage of students with 20 or more days of absence from 39% in 2023 to 36% in 2024. Increase the percentage of positive endorsement of student voice and agency in the social engagement domain from 71% in 2023 to 75% in 2024. To improve the percentage of positive responses on AtoSS for the following factors: Increase the percentage of not-experiencing racism from 79% in 2023 to 83% in 2024. Motivation and interest from 86% in 2023 to 89% in 2024. Perseverance from 75% in 2023 to 78% in 2024. Sense of confidence from 80% in 2023 to 83% in 2024. Teacher concern from 72% in 2023 to 75% in 2024. To increase the percentage of positive endorsement in the Parent Opinion Survey for the following factors: Parent participation and involvement from 84% in 2023 to 87% in 2024. Stimulated learning environment from 82% in 2023 to 85% in 2024. Student agency and voice from 88% in 2023 to 91% in 2024. To increase the percentage of Year 4 students (matched cohort) achieving in Bands 120+ from 26% in 2023 to 35% in 2024. To increase the percentage of year 5 students in the top 2 bands for NAPLAN reading from 31% in 2022</p>

			to 33% in 2024.To increase the percentage of positive endorsement on the School Staff Survey for Professional learning through peer observation from 35% in 2023 to 40% in 2024.To increase the percentage of positive responses score on AtoSS for Differentiated learning challenge from 84% in 2023 to 86% in 2024.
To optimise the learning growth of every student.	No	By 2026, increase the above benchmark growth for girls in NAPLAN Year 5 numeracy from 10% in 2021 to 25%. By 2026, reduce the percentage of girls assessed as below benchmark growth in NAPLAN writing from 29% in 2021 to 17%.	
		By 2026, increase the percentage of year 5 students in the top 2 bands for NAPLAN reading from 27% in 2021 to 32%.	
		By 2026, increase the percentage of year 5 girls in the maintain top 2 bands category in reading Year 3 to 5 from 50% in 2021 to 65%.	
		By 2026, increase the percentage positive endorsement on the School Staff Survey for <i>Professional learning through peer observation</i> from 57% in 2021 to 70%.	
		By 2026, increase the percent positive responses score on AtoSS for <i>Differentiated learning challenge</i> from 84% in 2021 to 90%.	
To increase student voice and agency.	No	By 2026, improve the percent positive response score on AtoSS for the following factors:	

		<ul style="list-style-type: none"> <li>• Self-regulation and goal setting from 83% in 2021 to 90%</li> <li>• Student voice and agency from 61% in 2021 to 73%.</li> </ul>	
		By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for <i>Student agency and voice</i> from 82% in 2021 to 88%.	
		By 2026, improve the percentage positive endorsement in the School Staff Survey for <i>Promote student ownership of learning</i> from 76% in 2021 to 82%.	
To improve student wellbeing.	No	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> <li>• Motivation and interest from 77% in 2021 to 86%</li> <li>• Perseverance from 72% in 2021 to 80%</li> <li>• Sense of confidence' from 74% in 2021 to 80%</li> <li>• Teacher concern from 67% in 2021 to 80%</li> </ul>	
		By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following factors: <ul style="list-style-type: none"> <li>• Parent participation and involvement from 77% in 2021 to 85%.</li> <li>• Stimulated learning environment from 78% in 2021 to 86%.</li> </ul>	

<b>Goal 1</b>	<b>Priorities goal</b> <b>In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</b>
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<p><b>12-month target 1.1-month target</b></p>	<p>To reduce the percentage of students with 20 or more days of absence from 39% in 2023 to 36% in 2024.</p> <p>Increase the percentage of positive endorsement of student voice and agency in the social engagement domain from 71% in 2023 to 75% in 2024.</p> <p>To improve the percentage of positive responses on AtoSS for the following factors:  Increase the percentage of not-experiencing racism from 79% in 2023 to 83% in 2024.  Motivation and interest from 86% in 2023 to 89% in 2024.  Perseverance from 75% in 2023 to 78% in 2024.  Sense of confidence from 80% in 2023 to 83% in 2024.  Teacher concern from 72% in 2023 to 75% in 2024.</p> <p>To increase the percentage of positive endorsement in the Parent Opinion Survey for the following factors:  Parent participation and involvement from 84% in 2023 to 87% in 2024.  Stimulated learning environment from 82% in 2023 to 85% in 2024.  Student agency and voice from 88% in 2023 to 91% in 2024.</p> <p>To increase the percentage of Year 4 students (matched cohort) achieving in Bands 120+ from 26% in 2023 to 35% in 2024.</p> <p>To increase the percentage of year 5 students in the top 2 bands for NAPLAN reading from 31% in 2022 to 33% in 2024.</p> <p>To increase the percentage of positive endorsement on the School Staff Survey for Professional learning through peer observation from 35% in 2023 to 40% in 2024.</p> <p>To increase the percentage of positive responses score on AtoSS for Differentiated learning challenge from 84% in 2023 to 86% in 2024.</p>	
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 1.a</b></p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>	<p>Yes</p>
<p><b>KIS 1.b</b></p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>	<p>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.



## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
<b>12-month target 1.1 target</b>	<p>To reduce the percentage of students with 20 or more days of absence from 39% in 2023 to 36% in 2024.</p> <p>Increase the percentage of positive endorsement of student voice and agency in the social engagement domain from 71% in 2023 to 75% in 2024.</p> <p>To improve the percentage of positive responses on AtoSS for the following factors:            Increase the percentage of not-experiencing racism from 79% in 2023 to 83% in 2024.            Motivation and interest from 86% in 2023 to 89% in 2024.            Perseverance from 75% in 2023 to 78% in 2024.            Sense of confidence from 80% in 2023 to 83% in 2024.            Teacher concern from 72% in 2023 to 75% in 2024.</p> <p>To increase the percentage of positive endorsement in the Parent Opinion Survey for the following factors:            Parent participation and involvement from 84% in 2023 to 87% in 2024.            Stimulated learning environment from 82% in 2023 to 85% in 2024.            Student agency and voice from 88% in 2023 to 91% in 2024.</p> <p>To increase the percentage of Year 4 students (matched cohort) achieving in Bands 120+ from 26% in 2023 to 35% in 2024.</p> <p>To increase the percentage of year 5 students in the top 2 bands for NAPLAN reading from 31% in 2022 to 33% in 2024.</p> <p>To increase the percentage of positive endorsement on the School Staff Survey for Professional learning through peer observation from 35% in 2023 to 40% in 2024.</p> <p>To increase the percentage of positive responses score on AtoSS for Differentiated learning challenge from 84% in 2023 to 86% in 2024.</p>
<b>KIS 1.a</b> The strategic direction and deployment of resources to	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

<p>create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>- To continue to develop teacher capacity to implement the Reading Workshop Model and Reading strategies.</li> <li>- Build staff capacity in Numeracy by implementing our new instructional model - "Launch Explore Summarise".</li> <li>- Build staff capacity in the PLC model.</li> </ul>
<p><b>Outcomes</b></p>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- employ a tutor (TLI) to work with students who need further support in Numeracy and Reading in years 4 - 6.</li> <li>- conduct Learning Walks during Reading sessions and collect evidence to be discussed at SIT &amp; EAT level.</li> <li>- support teaching staff to implement whole-school instructional model in Numeracy.</li> <li>- facilitate professional learning to support teaching staff; PLC, Numeracy, IEPs etc.</li> <li>- liaise with our regional EILs as required.</li> <li>- ensure PLC teams are released for professional learning.</li> <li>- support all staff in implementing the PLC model at FPS.</li> <li>- facilitate the implementation of the Peer Observation program.</li> <li>- participate in the Communities of Practice (Implementing Effective Problem-Solving Pedagogy)</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- identify student learning needs in Numeracy and reading, based on diagnostic and formative assessment data.</li> <li>- meet with TLI tutor to discuss the needs of students to target specific areas.</li> <li>- implement whole-school instructional model.</li> <li>- participate in the Numeracy curriculum day.</li> <li>- create IEPs to provide targeted academic support to students.</li> <li>- undertake professional learning in the PLC model.</li> <li>- implement the PLC model within their teams.</li> <li>- participate in the Peer Observation program.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- be identified for tutor support.</li> <li>- show greater engagement and resilience in their learning.</li> <li>- be able to reiterate what they are learning and why they are learning it.</li> <li>- show increased participation in lessons that are better targeted to suit their abilities.</li> </ul>

<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- IEPs with clear, targeted strategies will be utilised</li> <li>- all curriculum planning documentation shows plans for differentiation</li> <li>- greater staff engagement, capacity and immersion in the PLC process, Reading &amp; Numeracy instructional model</li> <li>- developed a shared understanding of the Launch, Explore, Summarise model</li> <li>- pre and post-testing assessments are documented and analysed to inform future teaching and learning needs</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- students who received tutoring will show improved growth in reading and numeracy</li> <li>- AtoSS factors targets will be met - Perseverance, Motivation and Interest, Sense of confidence and Teacher concern</li> <li>- greater staff knowledge of our numeracy instructional model</li> <li>- PLC inquiries will be a regular element of the meeting schedule</li> <li>- a more consistent approach to the teaching of Numeracy</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Numeracy Curriculum Day with a focus on the Launch, Explore, Summarise model - Peter Sullivan	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,000.00
Staff & students to develop a whole-school vision for Numeracy	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$1,000.00
Refined process for Peer Observations for both Literacy & Numeracy	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$4,000.00
Learning Walks for Reading	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$4,000.00

			to: Term 4	
Professional Learning for Reading strategies via EILs & EAT	<input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00
Professional learning for all staff in the PLC model	<input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Participate in the PLC training (PLC Lead Team)	<input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Complete a PLC inquiry	<input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00
Employ a classroom teacher to reduce classroom numbers	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$113,305.00  <input checked="" type="checkbox"/> Equity funding will be used
Purchase of laptops & iPads to support curriculum programs	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$19,624.79  <input checked="" type="checkbox"/> Equity funding will be used

Employ a ES staff member to provide support for students who need scaffolding	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$37,398.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Participate in the Berry St Education Model to complement our current Wellbeing program</li> <li>- Increase student voice and agency across the school by developing and implementing a whole-school understanding.</li> </ul>			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- adapt the timetable to allow staff to supervise lunchtime and breakfast clubs</li> <li>- have leadership representation in the WAT (Wellbeing Action Team)</li> <li>- represent FPS at Respectful Relationships cluster meetings</li> <li>- facilitate professional learning opportunities for staff to develop their capacity in Berry St Education Model</li> <li>- be involved in the review and implementation of attendance policies and procedures</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- continue to embed Class Dojo into their daily classroom teaching</li> <li>- participate in professional learning (Berry St Education Model)</li> <li>- facilitate the lunchtime clubs on a rostered basis</li> <li>- continue to follow up on school attendance protocols</li> <li>- facilitate student leadership meetings (JSC)</li> <li>- fostering a whole-school approach to student voice and agency</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- understand and demonstrate what positive behaviours are expected whilst at school</li> <li>- understand and demonstrate taught self-regulation strategies</li> <li>- have improved attendance rates at school</li> <li>- feel safer whilst at school</li> </ul>			

	<ul style="list-style-type: none"> <li>- lead student leadership meetings (JSC)</li> <li>- advocate for themselves and their peers</li> </ul>			
<b>Success Indicators</b>	AtoSS Attendance data Parent Opinion Survey Parent Engagement via Class Dojo NAPLAN Staff Opinion Survey Teacher Judgement			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Facilitate Student-led conferences once in 2024 Team of staff to research and investigate suitable conference structure. Explore possible PL and share with staff. Team to lead PL for staff to run with their classroom students Receive student feedback, analyse and adapt structure Develop whole-school structure	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$1,000.00
Analyse & Evaluate current JSC processes Discussions with student leaders for their contributions Revamp and restructure as decided Roll out at whole-school level	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
Student leaders to attend National Young Leaders Day & Merri-Bek Council Children's Reference Group	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
Facilitate Canine Comprehension for selected students	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$3,938.00

			to: Term 4	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
All staff to participate in the Berry St Education Model professional learning. WAT staff to develop a scope to facilitate Berry St into classrooms	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$26,006.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employ Allied Health professional 2 days per week	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$26,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase 2 x incursions from Project Rockit	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,700.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$170,327.79	\$170,327.79	\$0.00
Disability Inclusion Tier 2 Funding	\$75,086.49	\$75,086.49	\$0.00
Schools Mental Health Fund and Menu	\$35,984.66	\$39,922.00	-\$3,937.34
<b>Total</b>	<b>\$281,398.94</b>	<b>\$285,336.28</b>	<b>-\$3,937.34</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Employ a classroom teacher to reduce classroom numbers	\$113,305.00
Purchase of laptops & iPads to support curriculum programs	\$19,624.79
Employ a ES staff member to provide support for students who need scaffolding	\$37,398.00
Facilitate Canine Comprehension for selected students	\$3,938.00
All staff to participate in the Berry St Education Model professional learning. WAT staff to develop a scope to facilitate Berry St into classrooms	\$26,006.00
Employ Allied Health professional 2 days per week	\$26,000.00
Purchase 2 x incursions from Project Rockit	\$1,700.00
<b>Totals</b>	<b>\$227,971.79</b>



### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ a classroom teacher to reduce classroom numbers	from: Term 1 to: Term 4	\$113,305.00	<input checked="" type="checkbox"/> School-based staffing
Purchase of laptops & iPads to support curriculum programs	from: Term 1 to: Term 4	\$19,624.79	<input checked="" type="checkbox"/> Assets
Employ a ES staff member to provide support for students who need scaffolding	from: Term 1 to: Term 4	\$37,398.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$170,327.79	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Facilitate Canine Comprehension for selected students	from: Term 1 to: Term 4	\$3,938.00	<input checked="" type="checkbox"/> Canine Comprehension School Programs
All staff to participate in the Berry St Education Model professional learning. WAT staff to develop a scope to facilitate Berry St into classrooms	from: Term 2 to: Term 4	\$14,496.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
Employ Allied Health professional 2 days per week	from: Term 3 to: Term 4	\$21,488.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Purchase 2 x incursions from Project Rockit	from: Term 2 to: Term 4	\$0.00	
<b>Totals</b>		\$39,922.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Employ a Disability Inclusion Leader	\$75,086.49
<b>Totals</b>	\$75,086.49

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ a Disability Inclusion Leader	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ a Disability Inclusion Leader	from: Term 1 to: Term 4	\$75,086.49	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Disability inclusion coordinator</li> </ul>
<b>Totals</b>		\$75,086.49	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employ a Disability Inclusion Leader	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Numeracy Curriculum Day with a focus on the Launch, Explore, Summarise model - Peter Sullivan	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants Peter Sullivan <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Staff & students to develop a whole-school vision for Numeracy	<input checked="" type="checkbox"/> All staff	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Refined process for Peer Observations for both Literacy & Numeracy	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader	from: Term 2 to: Term 4	<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"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Learning Walks for Reading	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Professional Learning for Reading strategies via EILs & EAT	<input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Literacy leader	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning for all staff in the PLC model	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Participate in the PLC training (PLC Lead Team)	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Complete a PLC inquiry	<input checked="" type="checkbox"/> PLC leaders	from: Term 2 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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
All staff to participate in the Berry St Education Model professional learning. WAT staff to develop a scope to facilitate Berry St into classrooms	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<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"/> Off-site Wellbeing Action Team to attend