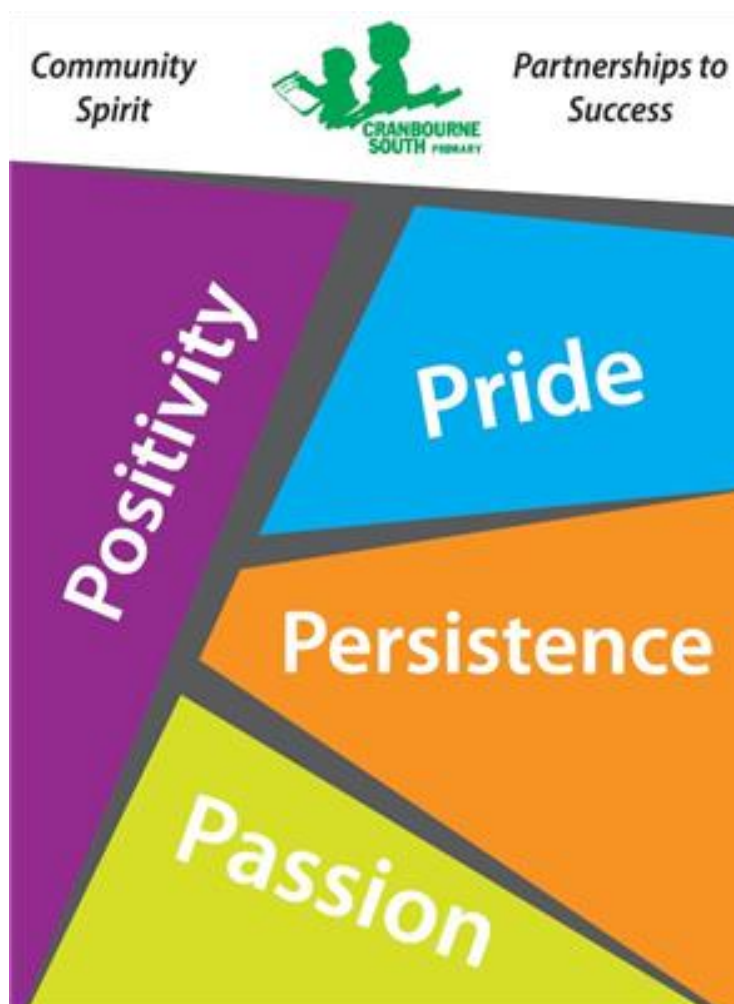


2019 Annual Implementation Plan for improving student outcomes

Cranbourne South Primary School (4755)



Submitted for review by Monique Corcoran (School Principal) on 21 December, 2018 at 09:12 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

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

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

Enter your reflective comments	<p>#1 ETL CSPA FISO - 2018 Self Evaluation Assessment against the FISO Continua of Practice for School Improvement - https://goo.gl/VbjZST</p> <p>#2 PL CSPA FISO - 2018 Self Evaluation Assessment against the FISO Continua of Practice for School Improvement - https://goo.gl/MXs1Tb</p> <p>#3 PCL CSPA FISO - 2018 Self Evaluation Assessment against the FISO Continua of Practice for School Improvement - https://goo.gl/JmgYY2</p> <p>#4 CEinL CSPA FISO - 2018 Self Evaluation Assessment against the FISO Continua of Practice for School Improvement - https://goo.gl/CsBbAH</p>
Considerations for 2019	<ul style="list-style-type: none"> * Vulnerable student referral process monitored on a weekly basis (ongoing and timely follow up with staff, parents, support services). * Assessment & Data Google platform (inclusion of 6/12 months behind/ahead) https://sites.google.com/a/cranbournesouth.vic.edu.au/assessment-cspsteacher/home?pli=1 * Implementation and embedding the School Wide Positive Behaviour Support (SWPBS) framework. * Strengthen partnerships external agencies eg. LOOKOUT, Mens shed, Dads club, local Libraries eg. CCL. * Medical, trauma and severe anxiety/behaviour professional learning. * Capacity building of staff through the support of SSS. * Empowerment Project implementation will focus on re-engagement per vulnerable students. * Introduction of Bush School F-2 (pre cursor to MS/SS camping program). * Extension of re-engagement activities eg. lunch clubs incorporating the The Arts, ICT and Physical Education (in alignment to the new Multi Purpose complex). * Introduction of sensory tool kits/physical educational resources in learning spaces.
Documents that support this plan	CranbourneSouthPS_TargetData_review Niamh Johnson 151218.pdf (0.53 MB)

SSP Goals Targets and KIS

Goal 1	To improve student learning outcomes in both English and Mathematics F - 6.																																																																																																
Target 1.1	<p>By 2019, to reduce the percentage of students achieving low NAPLAN relative growth and to improve the percentage of students achieving medium and high NAPLAN relative growth as follows:</p> <table border="1" data-bbox="548 411 1827 549"> <thead> <tr> <th>READING</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>% improvement compared to yr</th> <th>SSP Target</th> </tr> </thead> <tbody> <tr> <td>Low growth</td> <td>37.04</td> <td>25.58</td> <td>39.39</td> <td>35.85</td> <td>30.85</td> <td>5% decrease/2018</td> <td>20</td> </tr> <tr> <td>Medium growth</td> <td>40.74</td> <td>48.837</td> <td>48.48</td> <td>50.94</td> <td>53.44</td> <td>2.5% increase/2018</td> <td>60</td> </tr> <tr> <td>High growth</td> <td>22.22</td> <td>25.581</td> <td>12.12</td> <td>13.21</td> <td>15.71</td> <td>2.5% increase/2018</td> <td>20</td> </tr> </tbody> </table> <table border="1" data-bbox="548 587 1827 724"> <thead> <tr> <th>SPELLING</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>% improvement compared to yr</th> <th>SSP Target</th> </tr> </thead> <tbody> <tr> <td>Low growth</td> <td>44.83</td> <td>23.26</td> <td>38.24</td> <td>49.06</td> <td>33.24</td> <td>5% decrease/2017</td> <td>20</td> </tr> <tr> <td>Medium growth</td> <td>44.83</td> <td>67.442</td> <td>44.12</td> <td>41.51</td> <td>46.62</td> <td>2.5% increase/2017</td> <td>60</td> </tr> <tr> <td>High growth</td> <td>10.34</td> <td>9.3023</td> <td>17.65</td> <td>9.434</td> <td>20.15</td> <td>2.5% increase/2017</td> <td>20</td> </tr> </tbody> </table> <table border="1" data-bbox="548 769 1827 906"> <thead> <tr> <th>NUMERACY</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>% improvement compared to yr</th> <th>SSP Target</th> </tr> </thead> <tbody> <tr> <td>Low growth</td> <td>50.00</td> <td>23.81</td> <td>33.33</td> <td>33.96</td> <td>28.96</td> <td>5% decrease/2018</td> <td>20</td> </tr> <tr> <td>Medium growth</td> <td>42.86</td> <td>59.524</td> <td>54.55</td> <td>52.83</td> <td>55.33</td> <td>2.5% increase/2018</td> <td>60</td> </tr> <tr> <td>High growth</td> <td>7.143</td> <td>16.667</td> <td>12.12</td> <td>13.21</td> <td>15.71</td> <td>2.5% increase/2018</td> <td>20</td> </tr> </tbody> </table>	READING	2015	2016	2017	2018	2019	% improvement compared to yr	SSP Target	Low growth	37.04	25.58	39.39	35.85	30.85	5% decrease/2018	20	Medium growth	40.74	48.837	48.48	50.94	53.44	2.5% increase/2018	60	High growth	22.22	25.581	12.12	13.21	15.71	2.5% increase/2018	20	SPELLING	2015	2016	2017	2018	2019	% improvement compared to yr	SSP Target	Low growth	44.83	23.26	38.24	49.06	33.24	5% decrease/2017	20	Medium growth	44.83	67.442	44.12	41.51	46.62	2.5% increase/2017	60	High growth	10.34	9.3023	17.65	9.434	20.15	2.5% increase/2017	20	NUMERACY	2015	2016	2017	2018	2019	% improvement compared to yr	SSP Target	Low growth	50.00	23.81	33.33	33.96	28.96	5% decrease/2018	20	Medium growth	42.86	59.524	54.55	52.83	55.33	2.5% increase/2018	60	High growth	7.143	16.667	12.12	13.21	15.71	2.5% increase/2018	20
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Key Improvement Strategy 1.c Curriculum planning and assessment	To document our p3 instructional model designed to build teachers' understanding of curriculum planning, content, teaching strategies and effective use of assessment tools and data to inform teaching.																																																																																																

Goal 2	To improve student attitude to teaching and learning.																																																								
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Key Improvement Strategy 2.b Vision, values and culture	To review the school's core purpose and shared school values																																																								
Key Improvement Strategy 2.c Evaluating impact on learning	To develop strategies for teachers to provide students with timely and constructive feedback.																																																								
Key Improvement Strategy 2.d Evaluating impact on learning	To enhance 'student voice' through setting learning goals, self-reflection, evaluation of their learning and involvement in the reporting process ie. self-regulated/student-led conferences.																																																								

Goal 3	To improve our students' sense of wellbeing, safety and inter-personal relationships.																																																
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Key Improvement Strategy 3.a Empowering students and building school pride	To become accredited as an eSmart school; where the smart, safe and responsible use of information and communications technology is a cultural norm.																																																
Key Improvement Strategy 3.b Health and wellbeing	To support the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community.																																																
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	To further develop teachers' knowledge of and competencies in using Cooperative Learning aimed at improving the academic performance and social development of students.																																																

Goal 4	To ensure the effective allocation of resources (human, financial, time, space and equipment) in order to optimize the teaching and learning programs.
Target 4.1	<ul style="list-style-type: none"> • The Google Project is resourced adequately over the next 3 years. • Adequate financial and human resources are allocated to providing professional development for all staff. • Budget allocations will ensure Spanish is expanded throughout the school by 2018.
Key Improvement Strategy 4.a Strategic resource management	To continue to make representations to the Department of Education & Training (DET) regarding facilities and the proposed replacement school.
Key Improvement Strategy 4.b Instructional and shared leadership	To allocate appropriate funding for professional development of staff to support the school's strategic plan.
Key Improvement Strategy 4.c Curriculum planning and assessment	To implement the Vision for Languages Education initiative with the introduction of Spanish from 2015.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.																																																																																																
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To ensure the effective allocation of resources (human, financial, time, space and equipment) in order to optimize the teaching and learning programs.	No	<ul style="list-style-type: none"> • The Google Project is resourced adequately over the next 3 years. • Adequate financial and human resources are allocated to providing professional development for all staff. • Budget allocations will ensure Spanish is expanded throughout the school by 2018. 																																																	

Goal 1	To improve student learning outcomes in both English and Mathematics F - 6.		
12 Month Target 1.1	Per NAPLAN Data Reading Low growth = 30.85% Medium growth = 53.44% High growth = 15.71%	Spelling Low growth = 33.24% Medium growth = 46.62% High growth = 20.15%	Numeracy Low growth = 28.96% Medium growth = 55.33% High growth = 15.71%
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To explore and implement English and Mathematical approaches and programs that are evidence based in achieving high student learning outcomes.		Yes
KIS 2 Evidence-based high-impact teaching strategies	To strengthen teachers' expertise with Cooperative Learning Structures and the principles of explicit instruction in order to impact positively on student learning and teacher effectiveness.		No
KIS 3 Curriculum planning and assessment	To document our p3 instructional model designed to build teachers' understanding of curriculum planning, content, teaching strategies and effective use of assessment tools and data to inform teaching.		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 core business of improving student learning outcomes of English and Mathematics is of the highest priority. CSPS will be maximising on the VTLM, correlated with the p3/p4 CSPS School Improvement model, focusing on practice principles, pedagogical understandings and HITS to help achieve the desired outcomes. CSPS has combined the three CL based goals ie. Goal 1, KIS 2, Goal 2 KIS 1 and Goal 3, KIS 3 into one main focus as documented under Goal 2, KIS 1.		

Goal 2	To improve student attitude to teaching and learning.	
12 Month Target 2.1	Per the Attitudes to School Survey Sense of confidence = 4.40 or more Sense of confidence = 4.53 or more Stimulated learning = 4.54 or more	Motivation and Interest = 4.70 or more Effective teaching time = 4.67 or more Teacher concern = 4.68 or more
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	To further develop teachers' knowledge of and competencies in using Cooperative Learning class building and team building structures so as to strengthen a supportive learning classroom environment.	Yes
KIS 2 Vision, values and culture	To review the school's core purpose and shared school values	No
KIS 3 Evaluating impact on learning	To develop strategies for teachers to provide students with timely and constructive feedback.	Yes
KIS 4 Evaluating impact on learning	To enhance 'student voice' through setting learning goals, self-reflection, evaluation of their learning and involvement in the reporting process ie. self-regulated/student-led conferences.	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.	CSPS has combined the three CL based goals ie. Goal 1, KIS 2, Goal 2 KIS 1 and Goal 3, KIS 3 into one main focus as documented under Goal 2, KIS 1. In the 2017 - 2018 AIP, the CSPS school core purpose and shared school values was a significant focus. As a result, such elements will be a pivotal component of Goal 3, KIS 2, specifically addressed in the SWPBS goals. In 2019, CSPS is introducing COMPASS where learning goals, student self reflection and student led conferences will be one component. We are endeavouring to have embarked on this by the end of Semester 2 (after the school review).	

Goal 3	To improve our students' sense of wellbeing, safety and inter-personal relationships.	
12 Month Target 3.1	Per the Attitudes to School Survey Effective classroom behaviour = 3.12 or more Sense of inclusion = 4.35 or more	Advocate at school = 4.46 or more Managing bullying = 5.84 or more Respect for diversity = 5.74 or more
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To become accredited as an eSmart school; where the smart, safe and responsible use of information and communications technology is a cultural norm.	No
KIS 2 Health and wellbeing	To support the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community.	Yes
KIS 3 Intellectual engagement and self-awareness	To further develop teachers' knowledge of and competencies in using Cooperative Learning aimed at improving the academic performance and social development of students.	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>CSPS is prioritising Goal 3, KIS 2 as we have embarked on Zones of Regulation in 2018 and thus embedding in 2019. In addition, we have been appointed Blue level recognition of SWPBS of which we are committed to maintain and/or strengthen. With these two areas in mind, we believe that the ATS data for both Goal 2 and 3 will be specifically addressed. CSPS is not specifically selecting esmart in the first half of 2019 as accreditation has been met and there are school processes in place via Google Drive collaboration, esmart portal access and DET School ICT Progression Strategy (SIPS) to monitor progress.</p> <p>Per the Cooperative Learning KIS: * The academic performance component of Goal 3 KIS 3 is being addressed in Goal 2, KIS 3; To develop strategies for teachers to provide students with timely and constructive feedback. * The social development of students of Goal 3 KIS 3 is being addressed in Goal 2, KIS 1; To further develop teachers' knowledge of and competencies in using Cooperative Learning class building and team building structures so as to strengthen a supportive learning classroom environment.</p>	

Define Actions, Outcomes and Activities

Goal 1	To improve student learning outcomes in both English and Mathematics F - 6.		
12 Month Target 1.1	Per NAPLAN Data Reading Low growth = 30.85% Medium growth = 53.44% High growth = 15.71%	Spelling Low growth = 33.24% Medium growth = 46.62% High growth = 20.15%	Numeracy Low growth = 28.96% Medium growth = 55.33% High growth = 15.71%
KIS 1 Building practice excellence	To explore and implement English and Mathematical approaches and programs that are evidence based in achieving high student learning outcomes.		
Actions	<p>The core business of CSPS is to improve the student learning outcomes of English and Mathematics. The high level actions required of all staff include:</p> <ol style="list-style-type: none"> (1) committing to a singular PLT focus of "Core business is Priority 1". (2) strengthening the connection between summative data sources and teacher judgements. (3) furthering the correlation between reading and writing. (4) extending teacher capacity in the Mathematics proficiencies of Understanding, Fluency, Problem Solving and Reasoning. (5) distributing leadership as a collaborative effort. 		
Outcomes	<p>The expected changes in knowledge, skills and mindsets include:</p> <ol style="list-style-type: none"> (1) developing further skills and strategies for teachers and students to focus on core business to further student learning outcomes. (2) stronger data literacy skills and subsequent ownership of the 2018 - 2019 Implementation Action Plan relating to NAPLAN Item Analysis. (3a) upskilling teachers in the implementation of the Readers Notebook Year 3 - 6, focusing on vocabulary (recommendation from the Bastow Leading Literacy course). (3b) greater understanding and change of mindset between whole language and phonics, F - 2. (4) higher skill sets in predicting and problem solving multi step worded problems; Collaborative Maths F-2, Reciprocal Maths 3-6. (5) building leadership capacity through the development of enhanced pedagogical practices in middle leadership. 		
Success Indicators	<p>Data/evidence that will be used/collected include:</p> <ol style="list-style-type: none"> (1a) Whole School non-interrupted learning calendar. (1b) PLC matrix and PLT planning timetables; weekly/termly and training. (1c) PRSE and School Review minutes and documentation. (2a) Data Walls in all office/learning spaces. (2b) Data Literacy professional learning eg. NAPLAN data analysis. (3a) Readers Notebook access and usage Year 3 - 6. (3b) Synthetic Phonics F - 2 planning and assessment documentation. (4) Professional resources. (1, 3, 4 5) Professional development and learning (with a particular focus on middle level leaders). 		

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Goal 1 KIS 1 (1a) Commitment of 15 - 20 non-interrupted learning weeks ie. events that contribute to a lack of Literacy and Numeracy flow of teaching and learning.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from:Term 1 to:Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 1 KIS 1 (1b) PLT leadership strengthening of practice and dedication to PLC fidelity (including the PLC matrix) in team planning per PLC research and evidence.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from:Term 1 to:Term 4	\$4,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 1 KIS 1 (1c) Challenge partner support for the School Review.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from:Term 1 to:Term 2	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 1 KIS (2a) Identification of students per NAPLAN data and teacher judgements and implementation of explicit points of need and strategies for success.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from:Term 1 to:Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 1 KIS (2b) Data Literacy workshops; internal, external and DET provided. KLA leader: Assessment, Data and Reporting.	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from:Term 1 to:Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 1 KIS 1 (3a) Active participation in the implementation of Readers Notebook, Year 3 - 6. Note: Appointment of a MS/SS 3 - 6 Literacy Leader.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from:Term 1 to:Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 1 KIS 1 (3b) Active contribution to the ownership and implementation of Synthetic Phonics, F - 2. Note: Appointment of a JS F - 2 Literacy Leader.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from:Term 1 to:Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 1 KIS (4) Additional upskilling of Collaborative Maths F - 2, training in Reciprocal Maths Year 3 - 6 and additional manipulative to support imp.	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from:Term 1 to:Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 1 KIS - (1) Network/Bastow PLT training of new leader(s). (3&4) Curriculum Day outsourcing of external presenter in relation to Literacy/Numeracy and access to the Victorian Literacy and Numeracy portals). (4) Bastow Mathematics leaders course completion by Numeracy leader. (5a) Leadership growth through educational consultancy, conferences, workshops and forums. (5b) Casey South Network Community of Practice Reading and Literacy.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from:Term 1 to:Term 4	\$13,472.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 2 Curriculum planning and assessment	To document our p3 instructional model designed to build teachers' understanding of curriculum planning, content, teaching strategies and effective use of assessment tools and data to inform teaching.			
Actions	The Victorian Teaching and Learning Model (VTLM) provides a unified set of values and beliefs to drive a high performance learning culture. The high level actions required of all staff include: (1) committing to the VTLM as the primary framework and the line of sight to CSPA p4 School Improvement model. (2) building capacity in using the Pedagogical Model e5 as the main contributor to improved student learning outcomes. (3) ensuring effective use of assessment tools and data to inform teaching.			
Outcomes	The expected changes in knowledge, skills and mindsets include: (1) strengthening understanding of how FISO, Practice Principles, Pedagogical Model e5, HITS connects to the CSPA p4 School Improvement Framework. (2) focusing curriculum content knowledge and delivery relating to e5; Evaluate. (3) strengthening skills in student data collection, collation and analysis to address student individual needs.			
Success Indicators	Data/evidence that will be used/collected include: (1) Professional Development Plans and/or Professional Practice Days. (2) coaching journals that reflect Peer observation feedback and reflection. (3) CSPA Assessment Reporting portal representing multiple forms of assessment.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Goal 1 KIS 2 (1) active participation in the PPD and PDP processes with a clear line of sight of all staff, Leading Teacher, Learning Specialist and Principal class PDP relating specifically to the AIP.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from:Term 1 to:Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 1 KIS 2 (2) modelling and demonstration of best practice in relation to e5 lessons eg. classroom observations, learning walks and observational snapshots.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from:Term 1 to:Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 1 KIS 2 (3) collegiate discussions in PLT relating to student data and agency.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from:Term 1 to:Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve student attitude to teaching and learning.			
12 Month Target 2.1	Per the Attitudes to School Survey Sense of confidence = 4.40 or more Sense of confidence = 4.53 or more	Stimulated learning = 4.54 or more Motivation and Interest = 4.70 or more Effective teaching time = 4.67 or more Teacher concern = 4.68 or more		
KIS 1 Evidence-based high-impact teaching strategies	To further develop teachers' knowledge of and competencies in using Cooperative Learning class building and team building structures so as to strengthen a supportive learning classroom environment.			
Actions	Cooperative Learning (CL) is the forefront of CSPS instructional teaching and learning practices. The high level actions required of all staff include: (1) embedding the CL framework (7 keys) across the school to achieve higher student outcomes. (2) consistently using Class Building, Team Building and Structures to promote communication and social skills. (3) maximising on staff CL expertise to share best practice.			
Outcomes	The expected changes in knowledge, skills and mindsets include: (1) understanding the CL correlation to the Attitudes to Schools Survey; specifically sense of confidence, sense of connectedness, motivation and interest and teacher concern. (1&2) developing teachers' capacity, knowledge of and competencies in using CL. (3) appointing a CL leader who will oversee a CL team and coaching structure (in consultation with the Leading Teacher and Learning Specialist).			
Success Indicators	Data/evidence that will be used/collected include: (1) school generated survey correlated with the Attitude to School and Tell Them From Me (2) PLT minutes, planners and work programs. (3) coaching and mentoring program documentation including classroom observations i.e. lesson and peer observation notes.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Goal 2 KIS 1 (1) PLT commitment of once a week Class Building, twice a week Team Building and using selected Structures related to development of social skills.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from:Term 1 to: Term	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2 KIS 1 (2) implementation of a school generated ATS/TTFM related survey. Note: KLA leader = CL leader.	<input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from:Term 1 to:Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2 KIS 1 (3) coaching and mentoring program implementation per staff appointed 2018 (x6) of Day 1 & 2 and upskilling staff appointed 2019 (x2) with beginning understanding. Note: Team leaders = CL team.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from:Term 1 to:Term 4	\$400.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 2 Evaluating impact on learning	To develop strategies for teachers to provide students with timely and constructive feedback.			
Actions	<p>The 2018 PLT aim of “Moving from curriculum delivery (teaching) to responding to the data (learning)” is now being extended upon in relation to teachers providing timely and constructive student feedback relating to the data relating to learning intentions and success criteria.</p> <p>The high level actions required of all staff include:</p> <p>(1) engaging in professional conversations and actions in relation to learning intentions and success criteria and the provision and collection of student feedback.</p> <p>(2) strategic intent in the selection and use of High Impact Teaching Strategies (HITS) of Setting goals, Worked examples, Feedback and Metacognitive strategies.</p>			
Outcomes	<p>Teachers and students will work in partnership to connect feedback related HITS to the Attitudes to Schools Survey; specifically Effective Teaching Time and Stimulated learning.</p> <p>The expected changes in knowledge, skills and mindsets relating to feedback include:</p> <p>(1) consistent teacher reflective practice relating to What am I teaching? Why am I teaching it? How will I teach it? How will I know when all students have learned it? What next?</p> <p>(2a) upskilling teachers in providing quality and effective feedback by working with students in developing individual learning goals and correlating to lesson/class intentions and success criteria.</p> <p>(2b) supporting students in reflective practices in developing learning goals; why they focused on that goal and how they will know when they have been successful.</p>			
Success Indicators	<p>Data/evidence that will be used/collected include:</p> <p>(1) worked samples documenting teacher and student reflection based on goal setting, feedback and metacognitive strategies.</p> <p>(2a) learning intention, success criteria, vocabulary walls and displays.</p> <p>(2b) student reflective tracker/journals in Year 3-6 regularly recording evidence of goal achievement; What are you learning? How are you doing? How do you know? How can you improve? Where do you go for help?</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Goal 2 KIS 2 (1) teacher reflective practices and moderation of practice including regular recording of evidence of goal achievement for students.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from:Term 1 to:Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2 KIS 2 (2a) consistent non negotiables of classroom displays and expectations relating to learning intention and success criteria.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from:Term 1 to:Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2 KIS 2 (2b) student conferencing relating to goal setting and feedback (Year 3-6).	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from:Term 1 to:Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To improve our students' sense of wellbeing, safety and inter-personal relationships.	
12 Month Target 3.1	Per the Attitudes to School Survey Effective classroom behaviour = 3.12 or more Sense of inclusion = 4.35 or more	Advocate at school = 4.46 or more Managing bullying = 5.84 or more Respect for diversity = 5.74 or more
KIS 1 Health and wellbeing	To support the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community.	
Actions	School-wide positive behaviour support (SWPBS) is a whole-school framework which provides school professionals with an approach to promote improved behaviour at their school. The high level actions required of all staff include: (1) explicitly teaching and acknowledging procedures for improving expected behaviours in all learning/play spaces (SWPBS Universal Prevention Seven Essential Features No. 4) (2) implementing a continuum of procedures for acknowledging expected behaviours (SWPBS Universal Prevention Essential Feature No. 5). (3) embedding the Zones of Regulation Framework across the school.	
Outcomes	The expected changes in knowledge, skills and mindsets directly correlate to the Attitudes to Schools data; specifically effective classroom behaviour, sense of inclusion, bullying, responsibility and advocacy. The actions that will specifically be implemented include: (1a) increased understanding of the SWPBS mindset by students, teachers, leaders and community. (1b) higher level skills in implementing the SWPBS Behaviour Expectations Matrix - F - 6. (2a) upskilling staff in implementing a consistent whole school/individual acknowledgement system. (2b) greater student ownership of positive behaviour in all learning and play environments. (3) embedding a common language and approach for implementation of the SWPBS Essential features (4) and (5) and Zones of Regulation framework.	
Success Indicators	Data/evidence that will be used/collected include: (1a/b) Behaviour Expectations Matrix F - 6 (Achievement of SWPBS Essential features (5) continuum of procedures for acknowledging expected behaviours). (1b) views, uploads and/or usage of classroom based video modelling. (2a) observational data relating to the school/individual acknowledgement system through leadership and student walkthroughs (Achievement of SWPBS Essential features (4) procedures for teaching and practicing expected behaviours). (2b) Zones of Regulation displays and planning documents. (3) SWPBS Action Plan documentation including meeting minutes.	

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Goal 3 KIS 1 (1a/b) promotion and publicity of SWPBS and Behaviour Expectations Matrix F-6 in all learning spaces, website and iNewsletter. Note: KLA = CE leader.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from:Term 1 to:Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3 KIS 1 (1b) increased number of classroom and/or playground based video modelling of expected behaviours.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from:Term 1 to:Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3 KIS 1 (2a) student and leadership walkthroughs in classrooms and yard including the implementation of the school/individual acknowledgement system and entering positive entries onto Google, Gradexpert and/or Compass. Note: Leadership = SWPBS team.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from:Term 1 to:Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3 KIS 1 (2b) active and fluid Zones of Regulation school and classroom toolboxes including displays, vocabulary walls and sensory supports.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from:Term 1 to:Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3 KIS 1 (3) triangulation coaching program approach for SWPBS and Zones of Regulation (1) DET coach ie. Sarah La Greca (2) Learning Specialist coaching ie. Delvina Waiti (3) Student Wellbeing officer ie. Rachael Mazzaglia with SWPBS additional team members. Note: Leadership = SWPBS team.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from:Term 1 to:Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$28,572.00	0.00
Additional Equity funding	\$144,000.00	\$28,015.00
Grand Total	\$172,572.00	\$28,015.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Goal 1 KIS 1 (1b) PLT leadership strengthening of practice and dedication to PLC fidelity (including the PLC matrix) in team planning per PLC research and evidence.	from:Term 1 to:Term 4	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other PLT booklet	\$4,200.00	\$4,200.00
Goal 1 KIS 1 (1c) Challenge partner support for the School Review.	from:Term 1 to:Term 2	<input checked="" type="checkbox"/> Other Challenge partner - Martin Shepherd + coverage	\$7,000.00	\$7,000.00
Goal 1 KIS 1 (3b) Active contribution to the ownership and implementation of Synthetic Phonics, F - 2. Note: Appointment of a JS F - 2 Literacy Leader.	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)	\$1,500.00	\$2,000.00
Goal 1 KIS (4) Additional upskilling of Collaborative Maths F - 2, training in Reciprocal Maths Year 3 - 6 and additional manipulative to support implementation.	from:Term 1 to:Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$13,472.00
Goal 1 KIS - (1) Network/Bastow PLT training of new leader(s). (3&4) Curriculum Day outsourcing of external presenter in relation to Literacy/Numeracy and access to the Victorian Literacy and Numeracy portals). (4) Bastow Mathematics leaders course completion by Numeracy leader. (5a) Leadership growth through educational consultancy, conferences, workshops and forums. (5b) Casey South Network Community of Practice Reading and Literacy.	from:Term 1 to:Term 4		\$13,472.00	
Goal 2 KIS 1 (3) coaching and mentoring program implementation per staff appointed 2018 (x6) of Day 1 & 2 and upskilling staff appointed 2019 (x2) with beginning understanding. Note: Team leaders = CL team.	from:Term 1 to:Term 4	<input checked="" type="checkbox"/> Other CL teacher reference materials	\$400.00	\$400.00
Totals			\$28,572.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Appointment of a Literacy F-2 leaders/Literacy support and intervention	from:Term 1 to:Term 4	<input checked="" type="checkbox"/> School-based staffing	\$82,000.00	\$28,015.00
Appointment of a Leading Teacher - Excellence in Teaching and Learning - Whole School Improvement - Curriculum and Data	from:Term 1 to:Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other <i>Difference between CT2-6 and LT</i>	\$6,000.00	\$0.00
Appointment of a Learning Specialist - Positive Climate for Learning - Improving teacher quality and practice	from:Term 1 to:Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other <i>Difference between CT2-4 and LS</i>	\$16,000.00	\$0.00
Leadership support.	from:Term 1 to:Term 4	<input checked="" type="checkbox"/> School-based staffing	\$40,000.00	\$0.00
Totals			\$144,000.00	\$28,015.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Goal 1 KIS 1 (1b) PLT leadership strengthening of practice and dedication to PLC fidelity (including the PLC matrix) in team planning per PLC research and evidence.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders 	from:Term 1 to:Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Cat Stephens 	<input checked="" type="checkbox"/> On-site
Goal 1 KIS (2b) Data Literacy workshops; internal, external and DET provided. KLA leader: Assessment, Data and Reporting.	<input checked="" type="checkbox"/> KLA Leader	from:Term 1 to:Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback 	<input checked="" type="checkbox"/> Communities of Practice	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders 	<input checked="" type="checkbox"/> On-site
Goal 1 KIS 1 (3a) Active participation in the implementation of Readers Notebook, Year 3 - 6. Note: Appointment of a MS/SS 3 - 6 Literacy Leader.	<input checked="" type="checkbox"/> Literacy Leader	from:Term 1 to:Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders 	<input checked="" type="checkbox"/> On-site
Goal 1 KIS 1 (3b) Active contribution to the ownership and implementation of Synthetic Phonics, F - 2. Note: Appointment of a JS F - 2 Literacy Leader.	<input checked="" type="checkbox"/> Literacy Leader	from:Term 1 to:Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants TBC 	<input checked="" type="checkbox"/> On-site
Goal 1 KIS (4) Additional upskilling of Collaborative Maths F - 2, training in Reciprocal Maths Year 3 - 6 and additional manipulative to support implementation.	<input checked="" type="checkbox"/> Numeracy Leader	from:Term 1 to:Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <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"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants Consultancy 	<input checked="" type="checkbox"/> Off-site Bastow Casey South Network

<p>Goal 1 KIS (1) Network/Bastow PLT training of new leader(s). (3&4) Curriculum Day outsourcing of external presenter in relation to Literacy/Numeracy and access to the Victorian Literacy and Numeracy portals). (4) Bastow Mathematics leaders course completion by Numeracy leader. (5a) Leadership growth through educational consultancy, conferences, workshops and forums. (5b) Casey South Network Community of Practice Reading and Literacy.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal 	<p>from:Term 1 to:Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants TBC <input checked="" type="checkbox"/> Departmental resources EIL Cat Stephens 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Miscellaneous including Bastow</p>
<p>Goal 1 KIS 2 (1) active participation in the PPD and PDP processes with a clear line of sight of all staff, Leading Teacher, Learning Specialist and Principal class PDP relating specifically to the AIP.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<p>from:Term 1 to:Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>as negotiated throughout the PDP and PPD process.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>as negotiated throughout the PDP and PPD process.</p>
<p>Goal 1 KIS 2 (2) modelling and demonstration of best practice in relation to e5 lessons eg. classroom observations, learning walks and observational snapshots.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) 	<p>from:Term 1 to:Term 4</p>	<ul style="list-style-type: none"> <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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Goal 2 KIS 1 (1) PLT commitment of once a week Class Building, twice a week Team Building and using selected Structures related to development of social skills.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s) 	<p>from:Term 1 to:Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Goal 2 KIS 1 (3) coaching and mentoring program implementation per staff appointed 2018 (x6) of Day 1 & 2 and upskilling staff appointed 2019 (x2) with beginning understanding. Note: Team leaders = CL team.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s) 	<p>from:Term 1 to:Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Goal 2 KIS 2 (2b) student conferencing relating to goal setting and feedback.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders 	<p>from:Term 1 to:Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Goal 3 KIS 1 (2a/b) student and leadership walkthroughs in classrooms and yard including the implementation of the school/individual acknowledgement system and entering positive entries onto Google, Gradexpert and/or Compass. Note: Leadership = SWPBS team.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) 	<p>from:Term 1 to:Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <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"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Sarah La Greca 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site