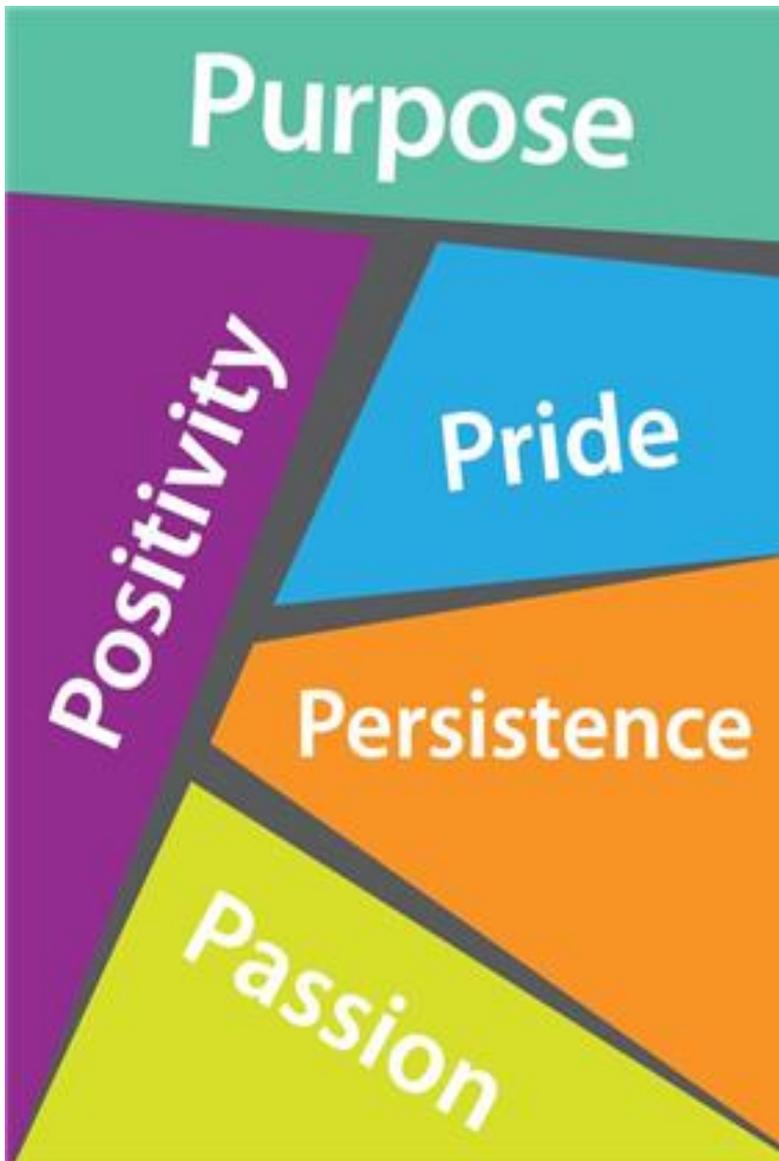


# 2022 Annual Implementation Plan

for improving student outcomes

Cranbourne South Primary School (4755)



Submitted for review by Monique Corcoran (School Principal) on 20 December, 2021 at 05:09 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2022

	<b>FISO 2.0 Dimensions</b>	<b>Self-evaluation Level</b>
<b>Teaching and Learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	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	
<b>Assessment</b>	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Emerging
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
<b>Leadership</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	Emerging
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Emerging
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>KIS 1.a: Priority 2022 Dimension</b>	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>KIS 1.b: Priority 2022 Dimension</b>	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

<b>Goal 2</b>	To improve learning outcomes for all students in literacy.
<b>Target 2.1</b>	By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN reading will have increased from 64 per cent to 75 percent
<b>Target 2.2</b>	By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN spelling will have increased from 51 per cent to 65 percent
<b>Target 2.3</b>	By 2022, the percentage of Year 5 students assessed in the top two bands in NAPLAN writing will have increased from 11 per cent to 15 per cent
<b>KIS 2.a: Evidence-based high-impact teaching strategies</b>	Develop an agreed understanding and consistent instructional model of teaching practice.
<b>KIST 2.b: Curriculum planning and assessment</b>	Embed a whole school approach in the effective teaching of reading.

<b>KIS 2.c:</b> Curriculum planning and assessment	Strengthen a whole school approach to the effective teaching of writing, with a specific focus on spelling.
<b>KIS 2.d:</b> Evidence-based high-impact teaching strategies	Extend teacher data literacy practices in the analysis of student data to inform teaching and learning.

<b>Goal 3</b>	To improve learning outcomes for all students in numeracy
<b>Target 3.1</b>	By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN numeracy will have increased from 66% to 75%.
<b>Target 3.2</b>	By 2022, the percentage of F- 6 students assessed at below the expected level in the three mathematics strands will be as follows (benchmark 2018 scores): <ul style="list-style-type: none"> <li>• Measurement &amp; Geometry from xx% to 10% or less</li> <li>• Number and Algebra from xx% to 8% or less</li> <li>• Statistics and probability from xx% to 10% or less</li> </ul>
<b>Target 3.3</b>	By 2022, all students, regardless of their starting point, will demonstrate 12 months of learning growth in number and algebra as measured by teacher judgements.
<b>KIS 3.a:</b> Evidence-based high-impact teaching strategies	Develop an agreed understanding and consistent instructional model of teaching practice.
<b>KIS 3.b:</b> Curriculum planning and assessment	Build teacher capacity in the implementation of a scope and sequence in the teaching of Mathematics, with a focus on differentiating the curriculum.
<b>KIS 3.c:</b> Evaluating impact on learning	Extend teacher data literacy practices in the analysis of student data to inform teaching and learning.

<b>Goal 4</b>	To improve student engagement in their learning
<b>Target 4.1</b>	By 2022, the percentage of students responding positively to the AtoSS factor 'Managing bullying' will have increased from 74 per cent to 79 per cent.
<b>Target 4.2</b>	By 2022, the percentage of students responding positively to the AtoSS factor 'Sense of connectedness' will have increased from 77 per cent to 82 per cent.
<b>Target 4.3</b>	By 2022, the percentage of students responding positively to the AtoSS factor 'Student voice and agency' will have increased from 63 per cent to 73 per cent.
<b>Target 4.4</b>	By 2022, the percentage of students responding positively to the AtoSS factor 'Self-regulation and goal setting' will have increased from 78 per cent to 83 per cent.
<b>KIS 4.a:</b> Setting expectations and promoting inclusion	Embed an explicit whole school positive behaviour model
<b>KIS 4.b:</b> Empowering students and building school pride	Build teacher knowledge and practice excellence in promoting a cooperative learning approach
<b>KIS 4.c:</b> Empowering students and building school pride	Develop and implement a whole school learner voice and agency strategy

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p><b>LEARNING GOAL (1a)</b></p> <p>* Number (&amp; Algebra) target</p> <ul style="list-style-type: none"> <li>- By the end of 2022, there will be a 10% decrease of students deemed below and 10% increase of students deemed above as measured by Teacher Judgement at each year level.</li> <li>- By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN numeracy will have increased from 66% to 75%.</li> </ul> <p>* Writing target</p> <ul style="list-style-type: none"> <li>- By the end of 2022, there will be a 10% decrease of students deemed below and 10% increase of students deemed above as measured by Teacher Judgement at each year level.</li> <li>- By 2022, the percentage of Year 5 students assessed in the top two bands in NAPLAN writing will have increased from 11 per cent to 15 per cent</li> </ul> <p>* Reading target - By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN reading will have increased from 64 per cent to 75 per cent.</p> <p>* Spelling target - By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN spelling will have increased from 51 per cent to 65 per cent</p> <p><b>WELL BEING GOAL (1b).</b> * SWB target - By the end of 2022, the percentage of students responding positively to the AtoSS factor 'Student voice and agency' will have increased to 73 per cent.</p>

To improve learning outcomes for all students in numeracy	No	By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN numeracy will have increased from 66% to 75%.
		By 2022, the percentage of F- 6 students assessed at below the expected level in the three mathematics strands will be as follows (benchmark 2018 scores):  <ul style="list-style-type: none"> <li>- Measurement &amp; Geometry from xx% to 10% or less</li> <li>- Number and Algebra from xx% to 8% or less</li> <li>- Statistics and probability from xx% to 10% or less</li> </ul>
		By 2022, all students, regardless of their starting point, will demonstrate 12 months of learning growth in number and algebra as measured by teacher judgements.
To improve student engagement in their learning	No	By 2022, the percentage of students responding positively to the AtoSS factor 'Managing bullying' will have increased from 74 per cent to 79 per cent.
		By 2022, the percentage of students responding positively to the AtoSS factor 'Sense of connectedness' will have increased from 77 per cent to 82 per cent.
		By 2022, the percentage of students responding positively to the AtoSS factor 'Student voice and agency' will have increased from 63 per cent to 73 per cent.
		By 2022, the percentage of students responding positively to the AtoSS factor 'Self-regulation and goal setting' will have increased from 78 per cent to 83 per cent.

<b>Goal 1</b>	Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
<b>12 Month Target 1.1</b>	<p>LEARNING GOAL (1a)</p> <p>* Number (&amp; Algebra) target</p> <ul style="list-style-type: none"> <li>- By the end of 2022, there will be a 10% decrease of students deemed below and 10% increase of students deemed above as measured by Teacher Judgement at each year level.</li> <li>- By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN numeracy will have increased from 66% to 75%.</li> </ul> <p>* Writing target</p> <ul style="list-style-type: none"> <li>- By the end of 2022, there will be a 10% decrease of students deemed below and 10% increase of students deemed above as measured by Teacher Judgement at each year level.</li> <li>- By 2022, the percentage of Year 5 students assessed in the top two bands in NAPLAN writing will have increased from 11 per cent to 15 per cent</li> </ul> <p>* Reading target - By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN reading will have increased from 64 per cent to 75 per cent.</p> <p>* Spelling target - By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN spelling will have increased from 51 per cent to 65 per cent</p> <p>WELL BEING GOAL (1b). * SWB target - By the end of 2022, the percentage of students responding positively to the AtoSS factor 'Student voice and agency' will have increased to 73 per cent.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for 2022?
<b>KIS 1: Priority 2022 Dimension</b>	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2: Priority 2022 Dimension</b>	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.</p>		

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2022 Priorities Goal</b>          Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p><b>12 Month Target 1.1</b></p>	<p><b>LEARNING GOAL (1a)</b>          * Number (&amp; Algebra) target          - By the end of 2022, there will be a 10% decrease of students deemed below and 10% increase of students deemed above as measured by Teacher Judgement at each year level.          - By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN numeracy will have increased from 66% to 75%.</p> <p>* Writing target          - By the end of 2022, there will be a 10% decrease of students deemed below and 10% increase of students deemed above as measured by Teacher Judgement at each year level.          - By 2022, the percentage of Year 5 students assessed in the top two bands in NAPLAN writing will have increased from 11 per cent to 15 per cent</p> <p>* Reading target          By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN reading will have increased from 64 per cent to 75 percent.</p> <p>* Spelling target          By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN spelling will have increased from 51 per cent to 65 percent</p> <p><b>WELL BEING GOAL (1b)</b>          * SWB target          By the end of 2022, the percentage of students responding positively to the AtoSS factor 'Student voice and agency' will have increased to 73 per cent.</p>

<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Actively participate with strategic intent in the Differentiated Support for School Improvement (DSSI) Leadership partnership program</li> <li>* Embed effective Professional Learning Team structures and processes</li> <li>* Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs</li> <li>* Extend staff capabilities in writing and numeracy practice through the Instructional Model</li> <li>* Build students' self-awareness and metacognitive skills to ensure an active voice in learning</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- work productively in every lesson/workshop understanding their role and the teacher's role at each phase</li> <li>- monitor their progress (with teacher support) towards meeting their goals</li> <li>- use a range of strategies to improve their Numeracy and Writing knowledge</li> <li>- understand the 3 components of Student Voice and how Aspirational profile is relative to learning stamina and purpose</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- implement effective evidence-based practice aligned to the whole school plan</li> <li>- systematically and intentionally use formative assessment to identify where each student is as a learner and what strategies are needed to move them forward</li> <li>- demonstrate the use of the CSPA Instructional Model</li> <li>- use a consistent language and approach relative to the 3 components of Student Voice, Voice process (Listen Learn Lead) and Aspirational profile (Purpose) [Quaglia]</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- facilitate focused professional conversations using the Improvement Cycle and the whole school plan</li> <li>- support teaching staff to build assessment and differentiation practices through clear processes and professional learning</li> <li>- lead by example within areas of both academia and wellbeing, the Quaglia constructs of 3 components of Student Voice, Voice process (Listen Learn Lead) and Aspirational profile (Purpose)</li> </ul>
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- curriculum documentation will show plans for differentiation within the "Explain, Elaborate and Evaluate" phases of planning</li> <li>- notes from TLI meetings will show plans to support individual students' learning needs</li> <li>- formative and summative assessment will show student learning growth</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- Victorian Curriculum teacher judgements will show growth in learning</li> </ul>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Mathematics Professional Learning and Development Action Plan	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$27,400.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Writing Professional Learning and Development Action Plan	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,500.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLT Professional Learning and Development Action Plan	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p><b>KIS 2</b> Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<p><b>Actions</b></p>	<p>In line with system priorities for 2022, CSPA has selected the following high level actions to focus on:</p> <ul style="list-style-type: none"> <li>• Embed Schoolwide Positive Behaviour Support (SWPBS) framework</li> <li>• Reinforce positive mental health approaches in staff professional practice</li> <li>• Strengthen student connectedness to school, teachers and peers</li> </ul> <p>* Build and implement a consistent and shared understanding of student, voice and agency across the school</p>
<p><b>Outcomes</b></p>	<p>Students will</p> <ul style="list-style-type: none"> <li>- be able to explain what positive mental health means and where they can seek support at school</li> <li>- feel supported and engaged in all learning areas as outlined in Attitude to School and localised school surveys</li> <li>- develop working relationships that are conducive to a positive learning culture</li> </ul> <p>Teachers will plan for and implement social and emotional learning within their curriculum areas</p> <p>All staff will</p> <ul style="list-style-type: none"> <li>- exhibit a shared commitment and consistent delivery of SWPBS (including Social Emotional Learning and Respectful Relationships)</li> <li>- use a consistent language and approach relative to the 3 components of Student Voice, Voice process (Listen Learn Lead) and Aspirational profile (Purpose) [Quaglia]</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- support the continuous development, documentation and revision of a multi-tiered response model to mental health</li> <li>- be actively engaged in all school events</li> </ul> <p>The Wellbeing team will directly support students' and staff mental health</p>
<p><b>Success Indicators</b></p>	<p>Early indicators</p> <ul style="list-style-type: none"> <li>- Compass data will reflect an increase in positive acknowledgements and a decrease of minor and major behaviour reports</li> <li>- in school survey results will show steady improvement in the 'Student Voice and Agency' questions</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>- results of Attitude to School Survey results will indicate improvement in the area of Student Voice and Agency and School Connectedness</li> <li>- annual SWPBS Self-assessment Survey (SAS) for SWPBS will indicate improvement from 71% to 81% in place in Non-classroom Systems and in Non-classroom Systems and from 75% from school systems to 85%</li> </ul>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Wellbeing Professional Learning and Development Action Plan	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,700.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <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	\$28,458.96	\$39,400.00	-\$10,941.04
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$200.00	-\$200.00
<b>Total</b>	\$28,458.96	\$39,600.00	-\$11,141.04

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
Mathematics Professional Learning and Development Action Plan	\$27,400.00
Writing Professional Learning and Development Action Plan	\$25,500.00
Wellbeing Professional Learning and Development Action Plan	\$16,700.00
<b>Totals</b>	<b>\$69,600.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Mathematics Professional Learning and Development Action Plan	from: Term 1 to: Term 4	\$17,400.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources  <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Writing Professional Learning and Development Action Plan	from: Term 1 to: Term 4	\$15,500.00	
Wellbeing Professional Learning and Development Action Plan	from: Term 1 to: Term 4	\$6,500.00	
<b>Totals</b>		<b>\$39,400.00</b>	

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

Activities and Milestones	When	Funding allocated (\$)	Category
Wellbeing Professional Learning and Development Action Plan	from: Term 1 to: Term 4	\$200.00	<input checked="" type="checkbox"/> Tier 2/Category: Therapeutic models  <b>This activity will use Mental Health Menu programs</b> Animal Therapy - Canine
<b>Totals</b>		<b>\$200.00</b>	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Mathematics Professional Learning and Development Action Plan	<ul style="list-style-type: none"> <li>✓ All Staff</li> <li>✓ Leadership Team</li> <li>✓ Learning Specialist(s)</li> <li>✓ PLT Leaders</li> <li>✓ Principal</li> <li>✓ School Improvement Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Peer observation including feedback and reflection</li> <li>✓ Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole School Pupil Free Day</li> <li>✓ Professional Practice Day</li> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ Timetabled Planning Day</li> <li>✓ Network Professional Learning</li> <li>✓ Communities of Practice</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Primary Mathematics and Science specialists</li> <li>✓ Leadership partners</li> <li>✓ Internal staff</li> <li>✓ External consultants</li> </ul> <p>Michael Minas</p>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Writing Professional Learning and Development Action Plan	<ul style="list-style-type: none"> <li>✓ All Staff</li> <li>✓ Leadership Team</li> <li>✓ Learning Specialist(s)</li> <li>✓ PLT Leaders</li> <li>✓ Principal</li> <li>✓ School Improvement Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Design of formative assessments</li> <li>✓ Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole School Pupil Free Day</li> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ Timetabled Planning Day</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Literacy expertise</li> <li>✓ PLC Initiative</li> <li>✓ Leadership partners</li> <li>✓ Internal staff</li> <li>✓ Learning Specialist</li> <li>✓ External consultants</li> </ul> <p>* Mentoring including Teaching and Learning Team learning walks to support teacher capacity in the implementation and moderation of writing</p> <ul style="list-style-type: none"> <li>✓ Departmental resources</li> </ul> <p>Literacy toolboxes</p> <ul style="list-style-type: none"> <li>✓ Pedagogical Model</li> <li>✓ High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

<p>PLT Professional Learning and Development Action Plan</p>	<ul style="list-style-type: none"> <li>✓ Learning Specialist(s)</li> <li>✓ PLC Leaders</li> <li>✓ PLT Leaders</li> <li>✓ Principal</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>✓ Moderated assessment of student learning</li> <li>✓ Collaborative Inquiry/Action Research team</li> <li>✓ Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ Timetabled Planning Day</li> <li>✓ Network Professional Learning</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC Initiative</li> <li>✓ Leadership partners</li> <li>✓ Internal staff</li> <li>✓ Bastow program/course</li> <li>✓ Departmental resources</li> </ul> <p>PLC learning modules</p>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
<p>Wellbeing Professional Learning and Development Action Plan</p>	<ul style="list-style-type: none"> <li>✓ All Staff</li> <li>✓ Leadership Team</li> <li>✓ PLT Leaders</li> <li>✓ Principal</li> <li>✓ School Improvement Team</li> <li>✓ Student Wellbeing Co-ordinator</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>✓ Preparation</li> <li>✓ Student voice, including input and feedback</li> <li>✓ Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole School Pupil Free Day</li> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ Network Professional Learning</li> <li>✓ Communities of Practice</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Leadership partners</li> <li>✓ Internal staff</li> <li>✓ External consultants</li> </ul> <p>Headspace</p> <ul style="list-style-type: none"> <li>✓ Departmental resources</li> </ul> <p>SWPBS Sarah LaGreca * task specific to accreditation process (1 day MW non face to face)</p> <ul style="list-style-type: none"> <li>✓ Lookout Centre/Designated Teacher</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>