

2020 Annual Implementation Plan

for improving student outcomes

Ascot Vale Primary School (2608)



Submitted for review by Susan Osborne (School Principal) on 20 December, 2019 at 01:00 PM
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 15 January, 2020 at 01:56 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>Changes in behaviour, practice or mindset in 2019 include:</p> <ul style="list-style-type: none"> - 2019 Focus has been on reading. - Teachers are more open to new learning, evidenced by: Professional Practice Day school visits; change in professional conversations; implementation of the PLC inquiry process; additional time allocated to professional learning in meeting schedule; introduction of Domain teams (Literacy & Numeracy); observation of changed teaching practice (related to guided and reciprocal teaching and learning); more collaborative and consistent planning documentation, using Google Docs. - Introduced one hour per week dedicated to PLC inquiry process within the timetable. Teams have increased their knowledge of the Inquiry Cycle and are beginning to realise the benefits of this process. - Received assistance / support from Julian Bradford, EIL. Julian has observed our practice and modeled best practice PLC inquiry process delivery, incorporating data analysis, leading to meaningful discussions and targeted teaching. - PLT Leaders attended a 4 day McRel Balanced Leadership program, resulting in a significant change in mindset and leadership behaviours related to 'Developing Purposeful Community, Choosing the Right Focus and Managing Change' . - The SIT team observed a more consistent approach to the planning, teaching and learning of reading (our focus for 2019). - HIT 1, 2 & 3 - Lesson structure and explicit teaching - intro, main activity , awareness of time, narrative of a lesson, more
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	<p>focused teaching (guided and reciprocal) targeted at individual needs, more students have learning goals.</p> <p>Evidence:</p> <ul style="list-style-type: none"> Lesson planning Classroom observations and learning walks Professional conversations and PL. Positive mindset observed at PL sessions - eg, McRel Balanced Leadership, PLC, Inspire, Leading Literacy. <p>The PLC Inquiry Cycle was implemented with more understanding and purpose.</p> <ul style="list-style-type: none"> All classroom teaching staff were allocated to a PLC PLC inquiry process was implemented weekly,
<p>Considerations for 2020</p>	<p>The focus in 2019 was on developing an understanding of student voice, engagement and agency. The next step is to develop staff capacity to activate and implement strategies. AVPS have signed up to work with Russel Quaglia in the Moonee Valley network in 2020 to address this key improvement strategy.</p> <p>Building teacher capacity and a guaranteed and viable curriculum are essential to achieving the goal of improving student learning outcomes in literacy and numeracy.</p> <p>Building the capacity of instructional leaders is key to developing a guaranteed and viable curriculum and building teacher capacity.</p> <p>Focus on the link between NAPLAN and teacher judgments - implementing consistent assessment - triangulation of data - pitching to the point of need.</p> <p>Continue strengthening HITS 1, 2 & 3 through a numeracy lens.</p> <p>Professional Learning through a variety of means - coaching, mentoring, workshops, reading, observation and feedback, inquiry cycle.</p> <p>Program Budget - resources to support planning and learning.</p> <p>Building the capacity of the numeracy domain team</p> <p>Focus on Practice Principles and the Victorian T&L Model.</p> <p>Publish the AVPS Teaching & Learning Model.</p> <p>Request support from the EIL, or lead school, (Keilor Heights PS) in 2020. In particular, leaders observing best practice in other schools.</p> <p>Continue to build capacity of staff to improve consistency of practice, via: Professional Learning on use of evidence and data through the inquiry cycle.</p> <p>Continue to align AIP goals and targets to the staff PDP goals.</p> <p>Invest in time to get to know the students from other units better. eg, focus on data and classroom visits. Investigate</p>

	<p>implementing data wall in 2020. Regular agenda item in PLT Leaders meeting related to Professional Learning - to change mindset about what is professional learning to an 'onsite, ongoing' model. .</p>
<p>Documents that support this plan</p>	<p>2019 T4 Coaching Collegiate Visit Timetable.pdf (0.05 MB) AVPS Literacy PD 22nd May 2019.pdf (0.61 MB) AVPS Literacy PD 30th Oct 2019.pdf (1.92 MB) AVPS Literacy PD 7th August 2019.pdf (0.96 MB) Data Analysis 16th October 2019.pdf (0.12 MB)</p>

SSP Goals Targets and KIS

Goal 1	To improve literacy and numeracy learning outcomes for all students																							
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Target 2.2

By 2022 the percentage positive response in the Student Attitudes to School Survey (year 4-6) will increase in the following areas:

Differentiated learning challenge:

Gender	2018	2022 target
Both	82%	86% (=State 2018)
Girls	87%	88% (= State 2018)
Boys	77%	85% (=State 2018)

Stimulated learning:

Gender	2018	2022 target
Both	79%	71% (= State 2018)
Girls	88%	84% (= State 2018)
Boys	69%	78% (=State 2018)

Student voice and agency:

Gender	2018	2022 target
Both	64%	71% (= State 2018)
Girls	74%	Above 74% (= State 2018)
Boys	51%	68% (=State 2018)

Target 2.3	<p>By 2022 the percentage positive response in School staff survey Teaching and Learning implementation and evaluation modules will increase in the following areas:</p> <table border="1" data-bbox="667 284 1886 520"> <thead> <tr> <th data-bbox="667 284 1267 331">Survey module</th> <th data-bbox="1267 284 1415 331">2018</th> <th data-bbox="1415 284 1886 331">2022 target</th> </tr> </thead> <tbody> <tr> <td data-bbox="667 331 1267 379">Seek feedback to improve practice</td> <td data-bbox="1267 331 1415 379">50%</td> <td data-bbox="1415 331 1886 379">69% (= Similar & State 2018)</td> </tr> <tr> <td data-bbox="667 379 1267 427">Use student feedback to improve practice</td> <td data-bbox="1267 379 1415 427">57%</td> <td data-bbox="1415 379 1886 427">70% (=Similar 2018)</td> </tr> <tr> <td data-bbox="667 427 1267 475">Promote students ownership of learning goals</td> <td data-bbox="1267 427 1415 475">64%</td> <td data-bbox="1415 427 1886 475">85% (= Similar & State 2018)</td> </tr> <tr> <td data-bbox="667 475 1267 520">Understand how to analyse data</td> <td data-bbox="1267 475 1415 520">50%</td> <td data-bbox="1415 475 1886 520">71% (= State 2018)</td> </tr> </tbody> </table>	Survey module	2018	2022 target	Seek feedback to improve practice	50%	69% (= Similar & State 2018)	Use student feedback to improve practice	57%	70% (=Similar 2018)	Promote students ownership of learning goals	64%	85% (= Similar & State 2018)	Understand how to analyse data	50%	71% (= State 2018)
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Key Improvement Strategy 2.a Empowering students and building school pride	Develop whole school understanding of student voice, engagement and agency															
Key Improvement Strategy 2.b Building practice excellence	Build staff capacity to activate, implement and embed student voice and agency in learning															
Key Improvement Strategy 2.c Empowering students and building school pride	Develop capacity of students to be active agents of their learning.															

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																					
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Key Improvement Strategies	Is this KIS selected for focus this year?	
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KIS 5 Evaluating impact on learning	Build teacher capacity to differentiate teaching and learning to ensure all students achieve individual goals and outcomes	
<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>Building teacher capacity and a guaranteed and viable curriculum are essential to achieving the goal of improving student learning outcomes in literacy and numeracy.</p> <p>Building the capacity of instructional leaders is key to developing a guaranteed and viable curriculum and building teacher capacity.</p>	

Goal 2	To increase engagement in learning for all students
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12 Month Target 2.2	<p>By 2020, the percentage positive response in the Student Attitudes to School Survey (year 4-6) will be:</p> <p>Differentiated learning challenge: Both - 87% Girls - 92% Boys - 85%</p> <p>Stimulated learning: Both - 81% Girls - 84% Boys - 78%</p> <p>Student voice and agency: Both - 69% Girls - 79% Boys - 58%</p>
12 Month Target 2.3	<p>By 2020 the percentage positive response in School Staff Survey Teaching and Learning Implementation and Evaluation modules will be:</p> <p>Seek feedback to improve practice - 50% Use student feedback to improve practice - 59% Promote students ownership of learning goals - 70% Understand how to analyse data - 55%</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop whole school understanding of student voice, engagement and agency	No
KIS 2 Building practice excellence	Build staff capacity to activate, implement and embed student voice and agency in learning	Yes
KIS 3 Empowering students and building school pride	Develop capacity of students to be active agents of their learning.	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.	The focus in 2019 was on developing an understanding of student voice, engagement and agency. The next step is to develop staff capacity to activate and implement strategies. AVPS have signed up to work with Russel Quaglia in the Moonee Valley network in 2020 to address this key improvement strategy.	

Define Actions, Outcomes and Activities

Goal 1	To improve literacy and numeracy learning outcomes for all students
12 Month Target 1.1	By 2020 the percentage of students achieving in the top two bands in NAPLAN will be: Year 3 Reading - 76% Year 3 Writing - 62% Year 3 Numeracy - 60% Year 5 Reading - 58% Year 5 Writing - 32% Year 5 Numeracy - 60%
12 Month Target 1.2	By 2020 the percentage of students working above expected level in teacher judgments in Victorian Curriculum in all year levels will be: Reading 57% Writing 34% Number & Algebra 39%
12 Month Target 1.3	By 2020 percentage positive response in School Staff Survey will be: Time to share pedagogical content knowledge - 50% Moderate assessment tasks together- 60% Understand formative assessment - 55% Understand how to analyse data- 50% Guaranteed and viable curriculum - 60%
KIS 1 Instructional and shared leadership	Build the capacity of instructional leaders to lead and support staff within PLTs to enhance and review curriculum planning, instructional methods, assessment strategies and student achievement data
Actions	Build the capacity of Principal Class Officer's, Professional Learning Team (PLT) Leaders, Domain Team Leaders, Teaching & Learning Coach and Learning Specialist to enhance and review curriculum planning and instructional methods via 1. Clarifying roles, responsibilities and team structure across the school 2. Re-establishment of norms and protocols, linking them to the new AVPS values.

	<ol style="list-style-type: none"> 3. Implementation and review of the Professional Learning Community (PLC) Initiative using the inquiry cycle, with a strong focus on number & algebra. 4. Leading teams to align Performance & Development Program goals to Annual Implementation Plan goals and targets, focusing on number & algebra 5. Engaging with DET research (eg, HITs, & Numeracy Toolkits), Professional Learning (eg, Bastow Numeracy) and resources (eg, Education Improvement Leader & Senior Education Improvement Leader) 6. Embed classroom observations, coaching and mentoring programs across the school. 			
Outcomes	<ol style="list-style-type: none"> 1. Establishing a high quality systemised approach to meetings, which includes: PLC, Domain (Literacy, Numeracy & Student Agency Voice & Leadership), Strategic Improvement Team. 2. Community members know what is expected of their behaviour in their interactions at AVPS, which will reflect the school's values. 3. Ensure a strong focus on number & algebra and data in the 2020 PLC inquiry cycle teams. 4. All teachers will have a 'practice' and 'outcomes' goal related to number & algebra 5. Teachers will be open to adopting new evidence-based approaches in number & algebra and will therefore increase their knowledge and skills 6. Teachers will set goals from feedback through participation in classroom observations, coaching and mentoring programs across the school. 			
Success Indicators	<ol style="list-style-type: none"> 1. High quality PLC / meetings are held. Minutes, observations, action implemented. 2. Norms and protocols are adhered to resulting in improved ways of working together and implementation of the school's values. 3. PLC team will have implemented the inquiry cycle, using mathematics data to inform teaching and learning practice. 4. An increase in students achieving at the higher levels in Teacher judgment data in number & algebra. 5. Consistent teaching, learning and assessment practices in mathematics, which will result in an increase in student outcomes. 6. Higher quality feedback and professional dialogue taking place regularly among all teachers which will result in more consistent approaches being implemented in mathematics across the school. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop Roles and Responsibilities, Team membership and Norms and Protocols documents	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

				<input type="checkbox"/> Equity funding will be used
Establish, implement & review weekly PLCs inquiry teams	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PDP goals established to align to AIP - monitored and reviewed	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Bastow numeracy PD	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Teaching and Learning Coach	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Classroom observation program	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
School Based Professional Learning program - Numeracy & SAVL	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Develop a guaranteed and viable curriculum across year levels for reading and viewing, writing & numeracy			
Actions	ACTIONS 1. Develop an AVPS Guaranteed and Viable Curriculum 2. Facilitating whole school moderation to build a consistent approach to assessment			
Outcomes	1. Audit and identify the essential learning from the Vic Curriculum. PLTs will use agreed upon planning documents for yearly, termly and weekly planning using collaborative processes. 2. Teachers will moderate regularly within and across PLT's			
Success Indicators	1. Recorded planning, scope and sequence documents as well as an AVPS assessment schedule. Stored on the AVPS Google Drive 2. More consistent approaches to teacher judgments resulting in: a. an increase in students achieving at the higher levels in number and algebra and b. improvement to School Staff Survey data in 'G&V Curriculum' and 'moderate assessment tasks together.'			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole school curriculum overview development and evaluation	<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
Moderation - team and whole school	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 3 Evaluating impact on learning	Build teacher capacity to differentiate teaching and learning to ensure all students achieve individual goals and outcomes			
Actions	<ol style="list-style-type: none"> Every teacher will have PDP goals in number & algebra linked to the AIP target to increase the number of students achieving at the highest levels in number and algebra. Build data literacy in number & algebra. 			
Outcomes	<ol style="list-style-type: none"> Teachers will implement current, research based pedagogical practice in number to differentiate the teaching of number and algebra Teachers will regularly use data to establish student goals and plan differentiated teaching & learning in number & algebra 			
Success Indicators	<ol style="list-style-type: none"> Differentiated pedagogical approaches to number and algebra will be evident in: <ol style="list-style-type: none"> classroom observations planning documentation student achievement of number & algebra goals PLC records of meetings Students will be: <ol style="list-style-type: none"> aware of their goal, learning at the point of need increasing their achievements in number & algebra 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PDP goals written to reflect the target of more students achieving at the highest levels in number and algebra	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

PLC Inquiry Teams - participation in network / regional meetings or PL	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,200.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To increase engagement in learning for all students			
12 Month Target 2.1	<p>By 2020 the percentage positive response in the Parent Opinion Survey will be:</p> <p>Stimulating learning environment - 80% Student agency and voice - 80% Student motivation and support - 84% School pride and confidence - 85%</p>			
12 Month Target 2.2	<p>By 2020, the percentage positive response in the Student Attitudes to School Survey (year 4-6) will be:</p> <p>Differentiated learning challenge: Both - 87% Girls - 92% Boys - 85%</p> <p>Stimulated learning: Both - 81% Girls - 84% Boys - 78%</p> <p>Student voice and agency: Both - 69% Girls - 79% Boys - 58%</p>			
12 Month Target 2.3	<p>By 2020 the percentage positive response in School Staff Survey Teaching and Learning Implementation and Evaluation modules will be:</p> <p>Seek feedback to improve practice - 50%</p>			

	Use student feedback to improve practice - 59% Promote students ownership of learning goals - 70% Understand how to analyse data - 55%			
KIS 1 Building practice excellence	Build staff capacity to activate, implement and embed student voice and agency in learning			
Actions	1. Introduce a student voice team who will attend SIT meetings to identify an improvement focus on number & algebra arising from analysis of data (NAPLAN, teacher judgment & SATS.) 2. Professional learning for SAVL co-leaders and the domain team working with Network schools and Russ Quaglia (termly).			
Outcomes	1. Students will: a. be more active in their involvement in the strategic planning and evaluation and implementation of number and algebra b. increase their knowledge and understanding of number & algebra 2. Increased knowledge and implementation of student voice approaches in the teaching, learning and evaluation of number & algebra			
Success Indicators	1. a) All students will have set and achieved SMART goals in number and algebra. b) Improvements to the following targets: Student Attitudes to School Survey, School Staff Survey, NAPLAN, Teacher judgment. 2. Classroom observation, planning documents, student goals			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student Voice team established	<input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00

				<input type="checkbox"/> Equity funding will be used
SAVL professional learning program	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$11,000.00	0.00
Additional Equity funding	\$12,000.00	\$11,000.00
Grand Total	\$23,000.00	\$11,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Teaching and Learning Coach	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$11,000.00	
Totals			\$11,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Leading Literacy Intervention Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$12,000.00	\$11,000.00
Totals			\$12,000.00	\$11,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Establish, implement & review weekly PLCs inquiry teams	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <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"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Bastow numeracy PD	<input checked="" type="checkbox"/> KLA Leader	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources Bastow <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Bastow
Teaching and Learning Coach	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

Classroom observation program	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
School Based Professional Learning program - Numeracy & SAVL	<input checked="" type="checkbox"/> School Improvement 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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Numeracy Toolkit Amplify EIL <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Moderation - team and whole school	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

PLC Inquiry Teams - participation in network / regional meetings or PL	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Network meetings
Student Voice team established	<input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<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"/> On-site
SAVL professional learning program	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <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	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> External consultants Russel Quaglia <input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site