

2020 Annual Implementation Plan

for improving student outcomes

Anakie Primary School (1910)



Submitted for review by Toni Scott (School Principal) on 18 December, 2019 at 03:22 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 30 December, 2019 at 02:49 PM
Endorsed by Katrina Harris (School Council President) on 28 February, 2020 at 11:04 AM

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 moving towards Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving moving towards 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
	Intellectual engagement and self-awareness	Evolving

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

Enter your reflective comments	General consistency with continuum reflection from staff. Identified need for Building Practice Excellence as an area requiring further address, and also Positive Climate for Learning.
Considerations for 2020	Introduction of Respectful Relationships program to influence Positive Climate for Learning in 2020.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve student growth in Literacy
Target 1.1	Minimum of 12 months learning growth for at least 85% of learners, as measured by teacher judgements, NAPLAN and school based assessments.
Target 1.2	Increase in the number of students achieving medium to high relative growth using NAPLAN data.
Target 1.3	Increase in the number of Year 3 and Year 5 students in the top two bands using NAPLAN data.
Key Improvement Strategy 1.a Building practice excellence	Development of a quality instructional model that is implemented consistently across the school which emphasise the High Impact Teaching Strategies and align Reading, Writing and Spelling practices across the school.
Key Improvement Strategy 1.b Building practice excellence	Implement collaborative planning and assessment processes using a structured PLT approach and continue to build data literacy through data driven PLTs. Staff will gain precision in using data to better inform differentiated teaching practice
Goal 2	To increase the degree of engagement and resilience from all members of the school community.
Target 2.1	Using Student Attitudes to School Survey (AtoSS) data, all factors within the Learner Characteristics and Disposition Module to increase annually against 2017 benchmarks.

Target 2.2	Maintain all school climate factors on the Parent Opinion Survey in the fourth quartile.
Target 2.3	All classroom spaces to have quality visible data walls reflecting student learning goals/growth.
Key Improvement Strategy 2.a Health and wellbeing	Build student resilience and a growth mindset through the introduction of the Respectful Relationships Program
Key Improvement Strategy 2.b Building communities	Promote high expectations to the school community in regard to learning rigour, and prioritise the importance of regular school attendance and the direct impact this has on improved student learning and wellbeing outcomes.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student growth in Literacy	Yes	Minimum of 12 months learning growth for at least 85% of learners, as measured by teacher judgements, NAPLAN and school based assessments.	As Anakie Primary School moves into the third year of its current strategic plan, the goal is for at least 85% of students to achieve a minimum of 12 months learning growth in Reading, Writing and Speaking & Listening. This will be determined by teacher judgement data, school level assessments and NAPLAN learning growth. In 2019, teacher judgement benchmark data indicating the number of students who made at least 12 months growth over a 12 month period - R - 89%, Wr - 94%, S&L - 98%.
		Increase in the number of students achieving medium to high relative growth using NAPLAN data.	In 2020, at least 80% of students to make medium to high NAPLAN growth in Reading, Writing and Spelling (6 students).
		Increase in the number of Year 3 and Year 5 students in the top two bands using NAPLAN data.	With the Year 3 cohort in 2020, 50% of students to be placed in the top 2 bands in Reading, Writing and Spelling. With the Year 5 cohort in 2020, to double the number of students in the top two bands in Writing (2 students), Reading (6 students) and Spelling (2 students).

To increase the degree of engagement and resilience from all members of the school community.	Yes	Using Student Attitudes to School Survey (AtoSS) data, all factors within the Learner Characteristics and Disposition Module to increase annually against 2017 benchmarks.	For overall performance across all survey factors to maintain at least a 90% positive response in 2020.
		Maintain all school climate factors on the Parent Opinion Survey in the fourth quartile.	To increase Teacher Communication factors from 77% positive response in 2019 to 85% positive in 2020.
		All classroom spaces to have quality visible data walls reflecting student learning goals/growth.	For all spaces to have consistent, quality, up to date visible data walls reflecting Reading Levels, Writing Goals and Attendance Data.

Goal 1	To improve student growth in Literacy
12 Month Target 1.1	As Anakie Primary School moves into the third year of its current strategic plan, the goal is for at least 85% of students to achieve a minimum of 12 months learning growth in Reading, Writing and Speaking & Listening. This will be determined by teacher judgement data, school level assessments and NAPLAN learning growth. In 2019, teacher judgement benchmark data indicating the number of students who made at least 12 months growth over a 12 month period - R - 89%, Wr - 94%, S&L - 98%.
12 Month Target 1.2	In 2020, at least 80% of students to make medium to high NAPLAN growth in Reading, Writing and Spelling (6 students).
12 Month Target 1.3	With the Year 3 cohort in 2020, 50% of students to be placed in the top 2 bands in Reading, Writing and Spelling. With the Year 5 cohort in 2020, to double the number of students in the top two bands in Writing (2 students), Reading (6 students) and Spelling (2 students).
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Building practice excellence	Development of a quality instructional model that is implemented consistently across the school which emphasise the High Impact Teaching Strategies and align Reading, Writing and Spelling practices across the school.	Yes
KIS 2 Building practice excellence	Implement collaborative planning and assessment processes using a structured PLT approach and continue to build data literacy through data driven PLTs. Staff will gain precision in using data to better inform differentiated teaching practice	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.	There has been an upward trend in the school's Literacy data using both NAPLAN and teacher judgement data, particularly in the lower and middle year levels. Staff trust is in place and teachers are now actively collaborating using individual student and cohort data. Evidence based practices are in place and future work will be to consolidate these during daily Reading and Writing Workshops.	
Goal 2	To increase the degree of engagement and resilience from all members of the school community.	
12 Month Target 2.1	For overall performance across all survey factors to maintain at least a 90% positive response in 2020.	
12 Month Target 2.2	To increase Teacher Communication factors from 77% positive response in 2019 to 85% positive in 2020.	
12 Month Target 2.3	For all spaces to have consistent, quality, up to date visible data walls reflecting Reading Levels, Writing Goals and Attendance Data.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Build student resilience and a growth mindset through the introduction of the Respectful Relationships Program	Yes
KIS 2 Building communities	Promote high expectations to the school community in regard to learning rigour, and prioritise the importance of regular school attendance and the direct impact this has on improved student learning and wellbeing outcomes.	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.

We will continue to prioritise learning rigour and school attendance, understanding that these links having a direct impact on improved student learning outcomes.

Define Actions, Outcomes and Activities

Goal 1	To improve student growth in Literacy
12 Month Target 1.1	As Anakie Primary School moves into the third year of its current strategic plan, the goal is for at least 85% of students to achieve a minimum of 12 months learning growth in Reading, Writing and Speaking & Listening. This will be determined by teacher judgement data, school level assessments and NAPLAN learning growth. In 2019, teacher judgement benchmark data indicating the number of students who made at least 12 months growth over a 12 month period - R - 89%, Wr - 94%, S&L - 98%.
12 Month Target 1.2	In 2020, at least 80% of students to make medium to high NAPLAN growth in Reading, Writing and Spelling (6 students).
12 Month Target 1.3	With the Year 3 cohort in 2020, 50% of students to be placed in the top 2 bands in Reading, Writing and Spelling. With the Year 5 cohort in 2020, to double the number of students in the top two bands in Writing (2 students), Reading (6 students) and Spelling (2 students).
KIS 1 Building practice excellence	Development of a quality instructional model that is implemented consistently across the school which emphasise the High Impact Teaching Strategies and align Reading, Writing and Spelling practices across the school.
Actions	<ul style="list-style-type: none"> - Reader's and Writer's Workshop embedded as a whole school instructional model - Embed key teaching practices into the instructional model (Writer's Notebook, daily conferencing in Reading and Writing, Reciprocal Teaching, Guided Reading, use of the Gradual Release of Responsibility model) - Teacher and student expectations on each stage of the instructional model displayed in all learning spaces, and regularly articulated by both staff and students - Staff Professional Reading: Mosaic of Thought
Outcomes	<ul style="list-style-type: none"> - A differentiated program in place across every classroom with adjustments for 'at risk' students, as evidenced through environmental scans, planning documents and PLT discussions - Consistency with classroom environment/programming (word walls, anchor charts, conferencing displays/resources, data walls, writing stations) - Students will: engage in point of need learning opportunities, be supported to take greater responsibility for their learning through the GRR model so that they are able to articulate their learning goals and the strategies required to achieve these. - Teachers will: Deliver a consistent, quality daily literacy block in a literacy rich environment to support all learners, engage in peer observations and coaching opportunities to reflect upon and refine practice, and participate in collaboration, professional reading and PLT forums to further develop their performance.

Success Indicators	<ul style="list-style-type: none"> - Documented peer observation process and evidence based actions monitored throughout the school year - Student assessment data (EA, F&P, moderated pieces, NAPLAN, teacher judgements) - Collective Efficacy to remain in 90th percentile as evidenced through the Staff Survey - Practices from documented Instructional Model audited and evident in all classrooms - Planning templates and documentation to reflect the instructional model - Display of Instructional Model in all classrooms and all staff and students able to articulate their role within this framework - Coaching goals established and consolidated throughout the course of the school year - Teacher reflection/learning journals and PDP to reflect this goal 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Collaborative professional learning and reading opportunities (GR, RT, Reading Strategies, Writing Conferencing)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Staff PDP to align with this goal	<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
Implementation of termly Peer Observations and fortnightly Coaching opportunities	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Moderation exercises within and beyond the school to be conducted each term	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Building practice excellence	Implement collaborative planning and assessment processes using a structured PLT approach and continue to build data literacy through data driven PLTs. Staff will gain precision in using data to better inform differentiated teaching practice			
Actions	<ul style="list-style-type: none"> - Participation in 2020 Community of Practice, with a focus on the Reading Growth Inquiry - Staff analysing student data and actioning strategies to support learning growth in literacy - Collaboration with local primary schools to build practice excellence and positively impact on student learning outcomes in Literacy 			
Outcomes	<ul style="list-style-type: none"> - Staff will build their data literacy with opportunities to explore individual and cohort data, then identify and action evidence based strategy to improve outcomes, including the monitoring of progress/action plan - Mid/high achieving students in Reading and Writing identified and analysis of previous data sets - Increase in the number of students in the top 2 bands in NAPLAN Reading 2020 from 2018 - Students will have access to their learning data and the opportunity to engage in discussion and strategies pertaining to this project 			
Success Indicators	<ul style="list-style-type: none"> - Student assessment data to indicate upward trend in regard to high learning growth and also the number of students in top 2 NAPLAN bands in Reading - Agreed Action Plan documented - Staff participation in cross school collaboration - Collaborative evaluation of project - Increased staff capacity building in this project as evidenced through teacher PDPs - All planning documents to reflect inquiry stages of this project - Staff survey data regarding to Teacher Collaboration and Collective Focus on Student Learning to remain in the 90th percentile 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continued implementation of Levelled Literacy Intervention for targeted students	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Commitment to Reading Growth Project and timelines met accordingly	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Network Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning opportunities through COP, including Term 3 Curriculum Day	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Case Study Model reflected through staff PDP goals	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ongoing use of DET resources, including Literacy Toolkit, FISO, Practice Principles, HITS to support quality teaching and learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All classrooms to develop a vocab/synonym wall to be used as an integral literacy teaching tool	<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
Regular collaborative PLTs to support this work	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To increase the degree of engagement and resilience from all members of the school community.			
12 Month Target 2.1	For overall performance across all survey factors to maintain at least a 90% positive response in 2020.			
12 Month Target 2.2	To increase Teacher Communication factors from 77% positive response in 2019 to 85% positive in 2020.			
12 Month Target 2.3	For all spaces to have consistent, quality, up to date visible data walls reflecting Reading Levels, Writing Goals and Attendance Data.			

KIS 1 Health and wellbeing	Build student resilience and a growth mindset through the introduction of the Respectful Relationships Program			
Actions	<ul style="list-style-type: none"> - To introduce the Respectful Relationships Program at Anakie Primary School - Delivery of consistent language pertaining to the RR Program - Review SWPBS matrix and incorporate RR elements into this where necessary 			
Outcomes	<ul style="list-style-type: none"> - Whole school approach in nurturing respectful, resilient behaviours - Staff will gain knowledge and capacity to deliver the program - Leadership will provide PLT structure and delivery of professional learning & resourcing to support this goal - Consistency with language used throughout the school community - Students and teachers will incorporate aspects of the RR Program into their personal learning goals - This goal aligned with teacher 2020 PDP 			
Success Indicators	<p>AtoSS goals to increase positive response in regard to Resilience from 87% in 2017 to 95% in 2020 (93% in 2019), Managing Bullying from 91% (2019) to 95% 2020 and Teacher Concern from 86% 2019 to 89% 2020.</p> <p>Parent Data in regard to Managing Bullying to move from 82% positive response in 2019 to 89% positive response in 2020</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Participation in professional learning opportunities presented by lead school (Lara SC)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review SWPBS matrix and adjust where necessary	<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
All classes to implement a consistent, quality Community Circle session every school day, reflecting elements of the RR Program, school values and learning rigour	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 2 Building communities	Promote high expectations to the school community in regard to learning rigour, and prioritise the importance of regular school attendance and the direct impact this has on improved student learning and wellbeing outcomes.			
Actions	<ul style="list-style-type: none"> - Strong communication across all levels in regard to learning rigour and school attendance (student reporting to parents, Compass, school sign, newsletters, assembly messages, Anakie Advocate publication, Seesaw) - Daily attendance displays in all classrooms and foyer area, newsletter and rewards/acknowledgements to celebrate 100% attendance - Promotion of student voice in regard to learning rigour through celebration day in Term 1, followed by with weekly Mindfulness sessions led by student leaders - Parent messages regarding learning rigour sought from parents/community, then communicated and displayed throughout the school - Attendance Plans implemented for students with 'concerning' attendance, and parent meetings aligned with SSG timetable in Terms 2 and 4 			
Outcomes	<ul style="list-style-type: none"> - Parents and students able to articulate the importance of school attendance, and the impact learning rigour has on student outcomes - Students able to demonstrate learning rigour through co constructed rubrics, and also self and peer reflections - Leadership to drive this work and ensure attendance data is regularly shared from an individual, cohort and whole school perspective - Leadership to ensure that learning rigour remains at the forefront of all communications 			
Success Indicators	<ul style="list-style-type: none"> - Positive impact on student attendance data from averaging 20 per FTE in 2019 to 15 in 2020 - Parent attitudes towards school attendance to improve with participation at events/reporting to parent opportunities - Decrease in students arriving late to school or being collected early ,as reflected through Compass attendance data - Parent data in regard to high expectations for success to increase from 89% in 2019 to 95% positive in 2020 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Monitoring of termly individual, cohort and whole school attendance data	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Learning Rigour Celebration/Acknowledgement Day	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Mindfulness sessions to reflect learning rigour	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Termly Reporting to Parent forums to emphasise the importance of school attendance, with students being able to articulate their attendance data and the impact that this has had on their learning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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	\$0.00	\$0.00
Additional Equity funding	\$25,000.00	\$25,000.00
Grand Total	\$25,000.00	\$25,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Equity Funding has been allocated to credit line to ensure 3 classroom teachers plus a specialist Visual Art and Physical Education Program. Part Equity Funding has also been allocated to support Levelled Literacy Intervention Program for 'at risk' students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$25,000.00	\$25,000.00
Totals			\$25,000.00	\$25,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Collaborative professional learning and reading opportunities (GR, RT, Reading Strategies, Writing Conferencing)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Implementation of termly Peer Observations and fortnightly Coaching opportunities	<input checked="" type="checkbox"/> All Staff	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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Moderation exercises within and beyond the school to be conducted each term	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Continued implementation of Levelled Literacy Intervention for targeted students	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Commitment to Reading Growth Project and timelines met accordingly	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Network Teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL	<input checked="" type="checkbox"/> Off-site COP Networks
Professional Learning opportunities through COP, including Term 3 Curriculum Day	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Case Study Model reflected through staff PDP goals	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Ongoing use of DET resources, including Literacy Toolkit, FISO, Practice Principles, HITS to support quality teaching and learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Regular collaborative PLTs to support this work	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> PLC/PLT Meeting		
Participation in professional learning opportunities presented by lead school (Lara SC)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants DET RR Leaders	<input checked="" type="checkbox"/> Off-site RR Lead School plus DET led learning opportunities