

2021 Annual Implementation Plan

for improving student outcomes

Darley Primary School (5200)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	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 moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	<p>Due to the challenges of 2020, our achievements against our current AIP have not shown major growth.</p> <p>We have continued to embed:</p> <ul style="list-style-type: none"> - Readers/Writers Workshop model - Maths sequence of learning - SWPBS implementation - Attendance procedures and - Common P&D Goals for all teaching staff <p>Our review of our Student Engagement Policy and SWPBS handbook was a major focus throughout 2020 with our Term 3 curriculum day focussed on this priority area. We have commenced work around 'Positive Climate for Learning' setting actions against practical behaviours and areas of classrooms. Learning walks to strengthen these areas were established in Term 4.</p>
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<p>Considerations for 2021</p>	<p>Learning catch-up and extension: Some of our students have thrived in the remote and flexible learning environment, others have maintained their learning progress, and some have fallen behind, despite their best efforts and those of their families and teachers. We will support both those who need it to catch up and those who have thrived to continue to extend their learning. Additionally, we will support those cohorts who were most affected by the lack of usual transitions and establishment practices in 2020 e.g. 2021 preps and Year 1s, Year 7s and Year 8s to ensure successful transitions through their schooling and beyond.</p> <p>Happy, active and healthy kids: We will make sure we look after our students' mental health and enable every student to get back outdoors, get active and get creative. This means effectively mobilising available resources to support our students, especially the most vulnerable.</p> <p>Connected schools: We will build on the stronger connections that schools have established with their families, carers and communities through 2020 to embed and spread improved ways of working to support our students.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To build student voice and agency to improve student engagement in learning
Target 2.1	AToSS To improve student Voice and Agency from 74% PE 2019 to 85% 2024
Target 2.2	AToSS To improve Learning Confidence from 79% PE 2019 to 85% 2024
Target 2.3	SOS To improve Student Feedback from 54% PE 2019 to 80% 2024
Key Improvement Strategy 2.a	Build student capacity to be self-directed curious learners

Empowering students and building school pride	
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build teacher and student capacity to develop and achieve student personal goals
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	To build teacher and student capacity to give and receive feedback
Goal 3	To improve student achievement and learning growth in Literacy
Target 3.1	To improve Teacher Judgements F to 6 above expected level in Reading from 26% 2020 to 30% 2024
Target 3.2	To improve Teacher Judgements F to 6 above expected level in Writing from 12% 2020 to 30% 2024
Target 3.3	To improve the NAPLAN Spelling two year moving average at or above benchmark growth Y3 to Y5 from 76% 2019 to 85% 2024
Target 3.4	SOS: To improve Teacher Collaboration from 64% PE 2019 to 80% PE 2024 SOS: To improve Academic Emphasis from 64% PE 2019 to 80% PE 2024 SOS: To improve Understanding and Analysing data from 58% PE 2019 to 75% 2024

Key Improvement Strategy 3.a Building practice excellence	Embed whole school Literacy instructional model consistently applied across the school
Key Improvement Strategy 3.b Curriculum planning and assessment	Develop and embed a guaranteed and viable whole school curriculum in literacy
Key Improvement Strategy 3.c Evaluating impact on learning	Build staff capability to utilise data and a range of assessment strategies to teach to students' point of learning.
Goal 4	To maximise health and wellbeing for all students
Target 4.1	AToSS: To improve Teacher Concern from 78% 2019 PE to 85% 2024
Target 4.2	AToSS: To improve Sense of Connectedness from 82% 2019 PE to 90% PE 2024
Target 4.3	SOS: To improve Use of Student Feedback to improve performance from 54% 2019 to 80% PE 2024
Target 4.4	To improve student attendance 20 or more days absent from 28% 2020 and 2019 to 22% 2024
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Embed an agreed student behaviour management plan that is consistently implemented by all staff.
Key Improvement Strategy 4.b	Embed a whole school approach to wellbeing to ensure a safe and secure learning environment.

Health and wellbeing	
Key Improvement Strategy 4.c Empowering students and building school pride	Build the capacity of students to be resilient, socially responsible and respectful in their relationships.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Every student achieving at least a year's growth for a year's effort according to teacher judgement, in English and Mathematics.</p> <p>Attain eighty per cent or greater positive responses to the student Attitudes to School Survey teaching and learning factors.</p> <p>Reduce the percentage of students with between 10 and 20 days absence per year from the one-third of P-6 annual absences pattern to one-quarter of P-6 annual absences (using the Supplementary school level report – Percentage of students by absence days indicator).</p>
To build student voice and agency to improve student engagement in learning	No	AToSS To improve student Voice and Agency from 74% PE 2019 to 85% 2024	
		AToSS To improve Learning Confidence from 79% PE 2019 to 85% 2024	

		SOS To improve Student Feedback from 54% PE 2019 to 80% 2024	
To improve student achievement and learning growth in Literacy	No	To improve Teacher Judgements F to 6 above expected level in Reading from 26% 2020 to 30% 2024	
		To improve Teacher Judgements F to 6 above expected level in Writing from 12% 2020 to 30% 2024	
		To improve the NAPLAN Spelling two year moving average at or above benchmark growth Y3 to Y5 from 76% 2019 to 85% 2024	
		<p>SOS: To improve Teacher Collaboration from 64% PE 2019 to 80% PE 2024</p> <p>SOS: To improve Academic Emphasis from 64% PE 2019 to 80% PE 2024</p> <p>SOS: To improve Understanding and Analysing data from 58% PE 2019 to 75% 2024</p>	

To maximise health and wellbeing for all students	No	AToSS: To improve Teacher Concern from 78% 2019 PE to 85% 2024	
		AToSS: To improve Sense of Connectedness from 82% 2019 PE to 90% PE 2024	
		SOS: To improve Use of Student Feedback to improve performance from 54% 2019 to 80% PE 2024	
		To improve student attendance 20 or more days absent from 28% 2020 and 2019 to 22% 2024	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>Every student achieving at least a year's growth for a year's effort according to teacher judgement, in English and Mathematics.</p> <p>Attain eighty per cent or greater positive responses to the student Attitudes to School Survey teaching and learning factors.</p> <p>Reduce the percentage of students with between 10 and 20 days absence per year from the one-third of P-6 annual absences pattern to one-quarter of P-6 annual absences (using the Supplementary school level report – Percentage of students by absence days indicator).</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Every student achieving at least a year's growth for a year's effort according to teacher judgement, in English and Mathematics.</p> <p>Attain eighty per cent or greater positive responses to the student Attitudes to School Survey teaching and learning factors.</p> <p>Reduce the percentage of students with between 10 and 20 days absence per year from the one-third of P-6 annual absences pattern to one-quarter of P-6 annual absences (using the Supplementary school level report – Percentage of students by absence days indicator).</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Whole School:</p> <ul style="list-style-type: none"> Develop data literacy of teachers to inform understanding of student needs and progress and identify students requiring additional support. Maintain PLC structures to support teacher collaboration and reflection of strengthened teacher practice. Revisit and strengthen the use of HITS in classrooms with a focus on Differentiation (10). Plan whole school professional learning on identified priority areas throughout the year (i.e. Instructional Model) <p>Classroom:</p> <ul style="list-style-type: none"> Prioritise time for English and Mathematics Establish/embed consistent approaches to formative assessment Use PLCs for staff to collaboratively plan units of work with a focus on differentiation <p>Individual:</p> <ul style="list-style-type: none"> With staff input, establish a targeted tutoring program for students Plan whole school professional learning on differentiation Prioritise time for teachers to discuss and adapt strategies working for individual students Build staff capacity to understand and implement IEPs Work with ES and other teaching staff to assess learning and map progress against IEP goals

<p>Outcomes</p>	<p>Whole School: Teachers will confidently and accurately identify the learning needs of their students using formative assessment. PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons. Teachers will use Differentiation (HITS) in lesson planning. Teachers will consistently and explicitly implement the school's instructional model.</p> <p>Classroom: Teachers will consistently implement the agreed assessment schedule Teacher will provide regular feedback and monitor student progress using learning continuums Teachers will provide students with the opportunity to work at their level using differentiated resources</p> <p>Individual: Students in need of targeted academic support or intervention will be identified and supported Nominated or relevant teachers and leaders will establish intervention and small group tutoring</p>
<p>Success Indicators</p>	<p>Whole School: Teachers' formative assessment data and teacher judgement data Teacher records and observations of student progress Classroom observations and learning walks demonstrating take up of professional learning strategies Student feedback on differentiation, the instructional model, and use of common strategies Completion of Professional Learning: - Data Literacy (Data Wise and Using Data Wisely) - PLC Initiative (Solution Tree - Examining the Principles of Professional Learning Communities)</p> <p>Classroom Teacher: Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Differentiated curriculum documents and evidence of student learning at different levels</p> <p>Individual: Data used to identify students for tailored supports Differentiated resources used in tailored supports Assessment data and student surveys from intervention groups Appointment/staffing of programs Progress against Individual Education Plans</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,500.00 <input type="checkbox"/> Equity funding will be used
Establish processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop an agreed assessment schedule in collaboration with staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish processes and regularly monitor moderation of assessment	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish criteria for identifying students requiring individual and tailored support (Tutoring Program).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Schedule times for individual and tailored support to occur (Tutoring Program).	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <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
Participation of leadership team in Harvard 'Data Wise' Professional Learning program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$13,000.00 <input type="checkbox"/> Equity funding will be used
Learning Specialist/team leaders participation in 'Using Data Wisely' professional learning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used
School based tutor staff - professional learning	<input checked="" type="checkbox"/> Assistant 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 Health and wellbeing	Happy, active and healthy kids priority
Actions	<p>Whole:</p> <p>Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels</p> <p>Consolidate a whole school approach to social-emotional learning and engagement</p> <p>Embed routines and prioritise time in the school day and classes to revisit these regularly (SWPBS)</p> <p>Establish and implement the Resilience, Rights and Respectful Relationships curriculum</p> <p>Class:</p> <p>Allocate time for the RRRR curriculum</p> <p>Embed our agreed approach to monitoring and responding to student wellbeing concerns</p>

	<p>Establish Peer Support program and strengthen Buddy Program between agreed year levels</p> <p>Individual: Targeted support and referral for individual students with acute needs Build relationships and engage with families of at-risk students</p>
Outcomes	<p>Whole: Model consistent and agreed routines Revise a common understanding for students, staff and families around student behaviour support Integrate social-emotional learning into school practice, policies and programs</p> <p>Class: Identify at-risk students and provide targeted support in a timely manner Establish strong relationships with peers through the peer support program</p> <p>Individual: Schedule student support group meetings (with parents) where appropriate Communication with Identified at-risk families</p>
Success Indicators	<p>Whole: Observations of classroom practice of agreed SWPBS routines and norms through learning walks/peer observations Shared PL goals documented in staff PDPs Curriculum documentation reflecting social and emotional learning Time allocated for social/emotional learning, including RRRR curriculum Analysis of AToSS data Analysis of Compass chronicle data by wellbeing team</p> <p>Class: Students engagement in wellbeing programs (feedback, participation, classroom observations) Documentation of resources for wellbeing programs</p> <p>Individual: Identify students in need of targeted support Documentation of external agencies connected with students and families Documentation of yard and classroom support plans</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for and schedule professional learning (SWPBS and Social and Emotional Learning), including subsequent sessions to determine impact and review actions in line with meeting schedule	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole school professional learning - RRRR curriculum and implementation in classrooms	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Refine peer-observation process as agreed by staff for Positive Climate for Learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Refine and monitor the referral processes and develop more effective communication with staff. This includes both internal and external processes.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide clarity of roles and responsibility of teachers, education support staff and middle leaders.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

				<input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<p>Whole:</p> <p>Strengthen engagement in regional and network communities of practice Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning Maintain the platforms used through digital learning within the classroom environment</p> <p>Class:</p> <p>Use digital channels of communication to provide regular updates on student learning programs Strengthen and embed digital learning in classes Strengthen relationships with parents/carers/kin and conduct regular pulse checks Engage in PLCs to foster collaboration, build collective efficacy and build digital learning pedagogy</p> <p>Individual:</p> <p>Revise the approach to follow up by working with parents/carers on root causes Ensure students requiring specific intentions are engaged with external agencies and supports Ensure the benefits of digital learning continue to be available to every student Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach</p>			
Outcomes	<p>Whole:</p> <p>Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin Teachers will have strong relationships with students and parents/carers/kin Students and parents/carers/kin will feel as though they belong and are seen The wider community will feel welcome in the school and regularly use school facilities</p> <p>Class:</p> <p>Teachers will be confident in integrating digital learning pedagogy Teachers will have strong relationships with students and parents/carers/kin Students will feel connected to their school and have positive attitudes to attendance</p>			

	<p>Individual: Teachers and support staff will have strong relationships with parents/carers/kin of at-risk students All students will be connected to resources and learning opportunities Teachers can regularly connect with the parents/carers/kin of all students</p>			
Success Indicators	<p>Whole: Observations and learning walks demonstrate use of digital learning Documentation of school digital policies Whole school surveys (SSS, AToSS) Student/staff/parent/carer/kin focus groups and interviews</p> <p>Class: Positive student survey data (internal surveys, AToSS) Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks Pulse checks with parents/carers/kin Attendance</p> <p>Individual: Number of referrals, documented outcomes of student referral meetings Frequency of communications with parents/carers/kin AToSS data DET parent surveys</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for on-going professional development on integrating digital learning during team meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Strengthen relationships with external support networks and agencies and feeder/secondary schools, early learning centres and community organisations	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Promote the use of the school grounds and facilities as a community hub for sports and events	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Document engagements with parents/carers/kin and follow up when difficult situations arise	<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
Integrate opportunities for students to learn from the community across the curriculum through guest speakers, excursions and events	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Routinely prioritise time in wellbeing meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<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	\$349,439.00	\$340,660.00
Grand Total	\$349,439.00	\$340,660.00

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 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
English and Mathematics Leaders to support ongoing student improvement	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$134,725.00	\$134,725.00
Appropriate well being structures (human resources) in place	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$214,714.00	\$205,935.00
Totals			\$349,439.00	\$340,660.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Establish processes and regularly monitor moderation of assessment	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Team Leader(s)	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Participation of leadership team in Harvard 'Data Wise' Professional Learning program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Home based learning (after hours)
Learning Specialist/team leaders participation in 'Using Data Wisely' professional learning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Network based PL

School based tutor staff - professional learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Whole school professional learning - RRRR curriculum and implementation in classrooms	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site