

2021 Annual Implementation Plan

for improving student outcomes

Kilberry Valley Primary School (5350)



Submitted for review by Corey Fleming (School Principal) on 16 December, 2020 at 08:06 AM
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 25 March, 2021 at 11:37 AM
Endorsed by Nabisat Abbas (School Council President) on 30 April, 2021 at 09:13 AM

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

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

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

Enter your reflective comments	In summary the past 12 months has been a very different year with 2 periods of remote learning. Despite these challenges we were able to implement the Teaching and Learning model with a focus on the Tuning In and Explicit teaching components. We were able to strengthen our work and the middle leaders capacity with the DSSI Teaching Partners. Furthermore our wellbeing program has supported our students through a very challenging period of trauma. We have successfully introduced the RRRR program and embedded our school values further. In addition the remote learning enabled us to strengthen our connections with the school community by using digital platforms like Seesaw and Webex.
Considerations for 2021	In 2021 we will be focusing on the 3 priorities of Learning, Catchup & extension; Happy Active & Healthy kids; & Connected Schools. Within these areas we will be focusing on differentiation, teaching from the point of need and introducing feedback on teacher practice. We will be maximizing the impact on student achievement using the Tutoring funding with the development of our school intervention program. In wellbeing we will be revisiting our work with RRRR program and the social emotional learning. We are also introducing the the Zones of Regulation Program across the school. Running alongside this we will be

	<p>implementing the Happy School: Staff Wellbeing Project & continuing to build a positive school culture. Furthermore we will be building on the global connections of the school through our use of technology.</p>
<p>Documents that support this plan</p>	<p>Cohort analysis EAL students 2020.docx (0.01 MB) Confidential cohort analysis.doc (0.03 MB)</p>

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Target 1.2	Support for the 2021 Priorities
Key Improvement Strategy 1.a Building practice excellence	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Empowering students and building school pride	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Student Learning To optimise and accelerate the learning growth of every student in English, Mathematics and Science
Target 2.1	Growth Targets Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. <i>(as measured by teacher judgement and other assessments identified in the assessment schedule and during the strategic plan period, or while enrolled at the school.)</i>

	<p>The NAPLAN Year 3 to 5 relative gain measures to show:</p> <ul style="list-style-type: none"> • more than 25 percent of students making high relative gain • less than 25 percent of students making low relative gain <p><i>Targets to further extend students:</i></p> <p>Increase the percentage of A and B grades based on 2015 results</p> <ul style="list-style-type: none"> • English dimensions (modes) 33% • Mathematics dimensions (strands) 25% <p>The proportion of Year 3 students achieving in NAPLAN Bands 4,5 and 6 for Reading, Writing and Numeracy to be at or above 80% during the strategic plan period.</p> <p>The proportion of Year 5 students achieving in NAPLAN Bands 6,7 and 8 for Reading, Writing and Numeracy at or above 70%</p>
<p>Key Improvement Strategy 2.a Building practice excellence</p>	<p>Investigate, develop and consistently embed an agreed whole school instructional model.</p>
<p>Key Improvement Strategy 2.b Building practice excellence</p>	<p>Formalise and embed Mathematics and English models of practice incorporating the elements of the KVPS instructional model</p>
<p>Key Improvement Strategy 2.c Building practice excellence</p>	<p>Continue implementation of the Professional Learning Communities to provide a common framework of practice.</p>

Key Improvement Strategy 2.d Building practice excellence	Build distributed instructional leadership capacity of staff to effectively lead PLC and embed improvements to teacher practice based on the instructional model.
Key Improvement Strategy 2.e Curriculum planning and assessment	Continue to develop and provide intervention and extension programs based on the school's inclusive five-tiered approach.
Key Improvement Strategy 2.f Curriculum planning and assessment	Strengthen the use of assessment data across the school.
Key Improvement Strategy 2.g Building practice excellence	Further developing teacher capacity to implement the instructional model through the Professional Learning Communities (PLCs) approach.
Goal 3	Student Engagement To develop students who are curious, inquiring, creative, critical thinkers who are engaged in and connected to their learning.
Target 3.1	Increased Student ATSS Teaching & Learning factors mean scores & Student ATSS Teaching & Learning factors to be at or better than the 2016 state means: Stimulating Learning (4.10) Student Motivation (4.55) Learning Confidence (4.15) Teacher Effectiveness (4.40) Teacher Empathy (4.40) School Connectedness (4.40)
Key Improvement Strategy 3.a Empowering students and building school pride	Promote student voice in the learning process and in their participation in school life.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Build school pride through a culture of respectful challenge among staff, students and the school community.

Goal 4	Student Wellbeing To develop resilient students, staff and school community members who display growth mindsets and behaviours and attitudes that reflect the school values.
Target 4.1	Target Student Attitudes to School Survey Classroom Behaviour score to be at or better than the 2016 state mean (approximately 3.36) Evidence Improved Parent Opinion Survey results Improved Students Attitude to School Survey results
Key Improvement Strategy 4.a Building communities	Review and refine school values.
Key Improvement Strategy 4.b Building communities	Investigate and implement growth mindset framework for the school community.
Key Improvement Strategy 4.c Building communities	Provide support for teachers to ensure consistent approach to student management across the school.
Key Improvement Strategy 4.d Building communities	To investigate ways to improve parental involvement at KVPS.

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	In 2021, the percentage of students making high relative learning growth from term 1 to term 4 in the Reading & Viewing Level assessment will be 25% or greater.
		Support for the 2021 Priorities	<p>Student Attitudes to School Survey for Teaching and Learning at or above 2020 positive results.</p> <ul style="list-style-type: none"> • Stimulating Learning 82% • Student Motivation 87% • Sense of Confidence 86% • Effective teaching time 88% • Sense of Connectedness 86% <p>Evidence Improved Parent Opinion Survey results.</p> <p>School Safety</p> <ul style="list-style-type: none"> - Not Managing Bullying 57% <p>Positive Responses</p> <ul style="list-style-type: none"> - Managing Bullying 81% Positive Responses - Promoting Positive Behaviour 91% (Maintain positive responses) <p>Parent Community Engagement</p> <ul style="list-style-type: none"> - School Communication 84% - Teacher Communication 75%

<p>Student Learning To optimise and accelerate the learning growth of every student in English, Mathematics and Science</p>	<p>No</p>	<p>Growth Targets</p> <p>Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. <i>(as measured by teacher judgement and other assessments identified in the assessment schedule and during the strategic plan period, or while enrolled at the school.)</i></p> <p>The NAPLAN Year 3 to 5 relative gain measures to show:</p> <ul style="list-style-type: none"> • more than 25 percent of students making high relative gain • less than 25 percent of students making low relative gain <p><i>Targets to further extend students:</i></p> <p>Increase the percentage of A and B grades based on 2015 results</p> <ul style="list-style-type: none"> • English dimensions (modes) 33% • Mathematics dimensions (strands) 25% <p>The proportion of Year 3 students achieving in NAPLAN Bands 4,5 and 6 for Reading, Writing and Numeracy to be at or above 80% during the strategic plan period.</p> <p>The proportion of Year 5 students achieving in NAPLAN Bands 6,7 and 8 for Reading, Writing and Numeracy at or above 70%</p>	
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<p>Student Engagement To develop students who are curious, inquiring, creative, critical thinkers who are engaged in and connected to their learning.</p>	No	<p>Increased Student ATSS Teaching & Learning factors mean scores & Student ATSS Teaching & Learning factors to be at or better than the 2016 state means:</p> <p>Stimulating Learning (4.10) Student Motivation (4.55) Learning Confidence (4.15) Teacher Effectiveness (4.40) Teacher Empathy (4.40) School Connectedness (4.40)</p>	
<p>Student Wellbeing To develop resilient students, staff and school community members who display growth mindsets and behaviours and attitudes that reflect the school values.</p>	No	<p>Target Student Attitudes to School Survey Classroom Behaviour score to be at or better than the 2016 state mean (approximately 3.36) Evidence Improved Parent Opinion Survey results Improved Students Attitude to School Survey results</p>	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	In 2021, the percentage of students making high relative learning growth from term 1 to term 4 in the Reading & Viewing Level assessment will be 25% or greater.
12 Month Target 1.2	<p>Student Attitudes to School Survey for Teaching and Learning at or above 2020 positive results.</p> <ul style="list-style-type: none"> • Stimulating Learning 82% • Student Motivation 87% • Sense of Confidence 86%

	<ul style="list-style-type: none"> • Effective teaching time 88% • Sense of Connectedness 86% <p>Evidence Improved Parent Opinion Survey results.</p> <p>School Safety</p> <ul style="list-style-type: none"> - Not Managing Bullying 57% Positive Responses - Managing Bullying 81% Positive Responses - Promoting Positive Behaviour 91% (Maintain positive responses) <p>Parent Community Engagement</p> <ul style="list-style-type: none"> - School Communication 84% - Teacher Communication 75% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Learning, catch-up and extension priority	Yes
KIS 2 Empowering students and building school pride	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	In 2021, the percentage of students making high relative learning growth from term 1 to term 4 in the Reading & Viewing Level assessment will be 25% or greater.
12 Month Target 1.2	<p>Student Attitudes to School Survey for Teaching and Learning at or above 2020 positive results.</p> <ul style="list-style-type: none"> • Stimulating Learning 82% • Student Motivation 87% • Sense of Confidence 86% • Effective teaching time 88% • Sense of Connectedness 86% <p>Evidence Improved Parent Opinion Survey results.</p> <p>School Safety</p> <ul style="list-style-type: none"> - Not Managing Bullying 57% Positive Responses - Managing Bullying 81% Positive Responses - Promoting Positive Behaviour 91% (Maintain positive responses) <p>Parent Community Engagement</p> <ul style="list-style-type: none"> - School Communication 84% - Teacher Communication 75%
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	<p>Whole school focus: Implementation of the use of differentiation across the school.</p> <p>Leaders will build whole school capacity to teach from the point of need.</p> <p>Teachers will use PLCs to collaborate and plan with a focus on differentiation.</p> <p>Review the IEP and SSG process at KVPS and ensure that all students who are PSD, ATSI or who are 12 months above or below the expected level will have an IEP.</p>

Outcomes	<p>Leaders and learning specialists will:</p> <ul style="list-style-type: none"> - Continue to maintain consistent protocols and agenda items within PLCs to further ensure conversations and decisions that are informed by student data, evidence and work samples. - Observe and participate in PLCs and provide feedback to PLC leaders and PLCs. - Implement classroom observations and provide feedback to teachers in regard to their use of differentiation. <p>Teachers will:</p> <ul style="list-style-type: none"> - Teach from the point of need, with improved data literacy skills. - Understand and use the data protocol when undertaking data meetings. - use PLC meeting time to evaluate the impact of teaching on student outcomes in literacy and numeracy - Provide feedback to one another from their classroom observations. <p>Students will experience success and will have improved outcomes.</p>			
Success Indicators	<p>Teachers:</p> <ul style="list-style-type: none"> - PLC notes, agendas and minutes. - Evidence/data used within the PLC to evaluate the impact of teaching on student outcomes and then using the evidence to inform teaching practice. - Observation notes and feedback provided to teachers. <p>Leaders and Learning Specialists:</p> <ul style="list-style-type: none"> - Observation notes and feedback provided to PLCs. - PDP conversations – notes/feedback <p>All students will have improved learning outcomes.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum Day on the implementation and consistent use of differentiation and IEPs in the school.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implementation of 2021 Assessment/pacing Guide	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

		<input checked="" type="checkbox"/> Learning Specialist(s)		to: Term 1	<input type="checkbox"/> Equity funding will be used
Develop a model for classroom observations and feedback.		<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct classroom observations and provide feedback.		<input checked="" type="checkbox"/> School Improvement Team <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
Provide Little Learners Love Literacy Professional development to teachers F-2.		<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implementation of DET Tutoring Program		<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$200,500.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Happy, active and healthy kids priority				
Actions	Whole school focus: Social Emotional Learning Leading teachers and Assistant Principal will identify at risk kids and assign staff to conduct regular check ins. Teachers will use PLCs to collect and analyse behavioural data.				

	<p>Re-launch the Respectful Relationships program to ensure a consistent and effect approach across the school. Implementation of the Zones of Regulation.</p>
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - model respectful and positive relationships at all times - Have a strong knowledge of RRRR by participating in regular meetings with the lead team - Regularly monitor implementation and effectiveness of RRRR - Support staff to use effective classroom practices <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in professional learning to understand what the RRRR program is all about and how to implement it in the classroom. - Consistently implement RRRR within classes and at all school events - Model positive and respectful relationships <p>Students will:</p> <ul style="list-style-type: none"> - demonstrate positive attitudes and behaviours developed through the program - be able to identify the RRRR in action (eg specific examples in their classroom)
<p>Success Indicators</p>	<p>Students will feel more supported and connected to the school. The school community will feel more supported and connected to the school as well.</p> <p>Students:</p> <ul style="list-style-type: none"> - Conversations with teachers/leaders during learning walks - Feedback from SRC and student leaders - RRRR data - monitoring progress - are able to understand emotions, regulate their emotions and demonstrate help seeking behaviours as taught throughout RRRR and ZOR. - display positive behaviours both in class and in non classroom settings, understanding that they will be extrinsically rewarded either verbally or tangibly. <p>Teachers:</p> <ul style="list-style-type: none"> - RRRR reflection data for individual classrooms noting its impact on student behaviours. - Lesson plans - Notes from peer observations and learning walks <p>Leaders:</p> <ul style="list-style-type: none"> - Minutes from meetings and professional learning - Notes from learning walks and classroom observations - reflecting on RRRR data

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Relaunch and implementation of Resilience, Rights and Respectful Relationships program.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Development and observations of the Zones of regulation program at local schools	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implementation of the Zones of Regulation program	<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
KIS 3 Building communities	Connected schools priority			
Actions	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. Strengthen relationships with parents/carers/kin and conduct regular pulse checks. Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach.			
Outcomes	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			

	<p>Students will:</p> <ul style="list-style-type: none"> - feel as though they belong and are seen - feel connected to their school and have positive attitudes to attendance <p>School Community will:</p> <ul style="list-style-type: none"> - feel better connected and welcome in the school. 			
Success Indicators	<p>The wider school community will:</p> <ul style="list-style-type: none"> - feel welcome in the school and regularly use school facilities. - feel more informed of student progress, school news and events. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Expand community access to school newsletters, social media, and information sessions through the use of the school website, FaceBook and SeeSaw.	<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
Teachers to make regular contact and communication with families through the use of SeeSaw.	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$25,000.00	\$25,000.00
Additional Equity funding	\$306,725.00	\$298,725.00
Grand Total	\$331,725.00	\$323,725.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Curriculum Day on the implementation and consistent use of differentiation and IEPs in the school.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Provide Little Learners Love Literacy Professional development to teachers F-2.	from: Term 1 to: Term 2		\$10,000.00	\$10,000.00
Relaunch and implementation of Resilience, Rights and Respectful Relationships program.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Professional Development and observations of the Zones of regulation program at local schools	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00

Totals		\$25,000.00	\$25,000.00
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Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employment of a Speech Pathologist to assist students not on the PSD program and also to train Education Support staff in the Speech Therapy Assistance Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$35,000.00	\$35,000.00
Refugee Education Support Program (RESP) for the 2020 and 2021 school years.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$8,000.00	\$8,000.00
0.6 Intervention teacher to lift the results of students in years 3-5 in the areas of reading and number.	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$30,433.00	\$30,433.00
0.4 Employment of a Multi-Cultural Education Aide - a Dari speaking aide to assist our increasing population of Pakistani and Afghani families	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$15,000.00	\$15,000.00
1.8 Employment of an EAL Intervention teacher for students requiring language support and associated resources.	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$97,476.00	\$97,476.00
To enrich our Inclusive program that allows all students access to the curriculum - 0.4 Curriculum Support teacher - Special Education Trained and associated resources.	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$20,288.00	\$20,288.00

0.8 Junior School Intervention teacher to improve student outcomes in F-2 in the area of reading.	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$36,528.00	\$36,528.00
To release learning specialists from their classroom duties for 2 days per week. Learnings specialists will be working with School Improvement team; undertaking classroom observations and providing feedback to teachers; attending PLC leaders meetings and working with teaching partners.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$64,000.00	\$56,000.00
Totals			\$306,725.00	\$298,725.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Curriculum Day on the implementation and consistent use of differentiation and IEPs in the school.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Implementation of 2021 Assessment/pacing Guide	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop a model for classroom observations and feedback.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Conduct classroom observations and provide feedback.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Provide Little Learners Love Literacy Professional development to teachers F-2.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Little Learners

		to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection		<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	Love Literacy - Union Rd Surrey Hills
Implementation of DET Tutoring Program	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Relaunch and implementation of Resilience, Rights and Respectful Relationships program.	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Resilience, Rights and Respectful Relationships program	<input checked="" type="checkbox"/> On-site
Professional Development and observations of the Zones of regulation program at local schools	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Visit and observe other local schools with their implementation	<input checked="" type="checkbox"/> On-site