

2021 Annual Implementation Plan

for improving student outcomes

St Andrews Primary School (0128)



Submitted for review by Hayley Styles (School Principal) on 25 January, 2021 at 03:42 PM
Endorsed by Clare Read (Senior Education Improvement Leader) on 03 February, 2021 at 02:21 PM
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
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional Leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Evolving moving towards Embedding
Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Evolving
Community engagement in learning	Building communities	Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Excelling
	Parents and carers as partners	Embedding

<p>Enter your reflective comments</p>	<p>The school community has continued to contribute towards our SSP goals, despite the challenges of remote learning in 2020. Teaching staff have completed extensive professional learning in the areas of Literacy teaching instruction and assessment. While student progression and survey results did not reflect the growth we had aimed for, we have made strong steps in the right direction which will only contribute to our success in 2021. This year we will aim to finalise our processes in and within classrooms, focusing on documenting practises and improving the communication of these improvements to our community. We proudly continued to develop the use of SWPBS throughout 2020 and will grow the program this year. As our staff, student and parent community's resilience and wellbeing was largely affected by the effects of Covid 19, a large focus for the year will remain on improving the wellbeing and strengthening connections with our community.</p>
<p>Considerations for 2021</p>	<p>This year, working towards the end of our School Strategic Plan, we will have a clear professional development and meeting program that will allow us to achieve our goals. With several part time staff, communication and new learnings will need to be transparent and available for all to access. Following an extended period of professional learning, it will be crucial to formally document teaching and learning decisions this year. Using short term inquiry cycles, we will focus on the development of key areas of; assessment and data, teaching and learning programs and student agency.</p>

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	<ul style="list-style-type: none"> Support for the 2021 Priorities
KIS 1.a Curriculum planning & assessment	Learning, catch-up and extension priority
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
KIS 1.c Building communities	Connected schools priority
Goal 2	Improve student outcomes in reading and writing.
Target 2.1 and 2.2	<ul style="list-style-type: none"> NAPLAN high growth to be at or above 25 per cent for reading. NAPLAN low growth to be at or below 20 per cent for reading. NAPLAN high growth to be at or above 25 per cent for writing. NAPLAN low growth to be at or below 20 per cent for writing.
Target 2.3	<ul style="list-style-type: none"> All students to make 12 months growth (using triangulated data) in one academic year according to Teacher judgement.
KIS 2.a Curriculum planning & assessment	Develop a broad and viable curriculum. (CPA)
KIS 2.b Building practice excellence	Build the capacity of all staff to use high impact teaching strategies. (BPE)
KIS 2.c Curriculum planning & assessment	Develop consistent and collaborative assessment practices which inform teaching and learning and measure growth.(CPA)
Goal 3	Increase student agency in learning.
Target 3.1	Student opinion related to Effective teaching practices for cognitive engagement to be 90 per cent positive.
Target 3.2	Staff Opinion related to Academic emphasis, Collective efficacy, Viable curriculum and Collective focus on learning to be at or above 80 per cent.
Target 3.3	Parent opinion related to General satisfaction to be at or above 85 per cent positive.
KIS 3.a Empowering students & building school pride	Embed a whole school approach to the delivery of differentiated learning, feedback and high expectations.
KIS 3.b Empowering students & building school pride	Develop classroom structures and processes which support learner agency.

Annual Goals and KIS

Four Year Strategic Targets	12 month target
Four Year Strategic Goals : 2021 Priorities Goal	
Support for the 2021 Priorities	<p>1. Learning, Catch-up and Extension</p> <ul style="list-style-type: none"> - Staff Survey Survey: 'Academic Emphasis' to move from 60% to 80% positive - Attitudes to School Survey: 'Learner Characteristics and Disposition' to move from 59.5% to 75% positive and 'Effective Practice for Cognitive Engagement' to move from 53% to 75% positive. - NAPLAN high growth to be at or above 30 per cent for Reading. - NAPLAN low growth to be at or below 15 per cent for Reading. - NAPLAN high growth to be at or above 25 per cent for Writing. - NAPLAN low growth to be at or below 15 per cent for Writing. - All students to make 12 months growth in one academic year according to Teacher judgement. <p>2. Happy, Active and Healthy Kids</p> <ul style="list-style-type: none"> - Attitudes to School Survey: 'Effective Classroom Behaviour' to move from 54% to 75% positive - Parent Opinion Survey: 'School Connectedness' to move from 79% to 90% positive <p>3. Connected Schools</p> <ul style="list-style-type: none"> - Parent Opinion Survey: 'General Satisfaction' to move from 64% to 75% positive - Parent Opinion Survey: 'Teacher Communication' to move from 64% to 75% positive
Four Year Strategic Goals : Increase student agency in learning	
Student opinion related to Effective teaching practices for cognitive engagement to be 90 per cent positive.	Student Opinion Survey related to 'Effective Teaching Practice for Cognitive Engagement' to move from 54% to 75% positive.
Staff Opinion related to Academic emphasis, Collective efficacy, Viable curriculum and Collective focus on learning to be at or above 80 per cent.	Staff Opinion related to Academic Emphasis (60%), Collective Efficacy (78%), Viable Curriculum (75%) and Collective Focus on Learning (83%) to be at or above 80%.
Parent opinion related to General satisfaction to be at or above 85 per cent positive.	Parent Opinion Survey related to General Satisfaction (currently 64% positive) to be at or above 80% positive.

Goal 1	2021 Priorities Goal
Target 1.1	<p>1. Learning, Catch-up and Extension</p> <ul style="list-style-type: none"> - Staff Survey Survey: 'Academic Emphasis' to move from 60% to 80% positive - Attitudes to School Survey: 'Learner Characteristics and Disposition' to move from 59.5% to 75% positive and 'Effective Practice for Cognitive Engagement' to move from 53% to 75% positive. - NAPLAN high growth to be at or above 30 per cent for Reading. - NAPLAN low growth to be at or below 15 per cent for Reading. - NAPLAN high growth to be at or above 25 per cent for Writing. - NAPLAN low growth to be at or below 15 per cent for Writing. - All students to make 12 months growth (using triangulated data) in one academic year according to Teacher judgement. <p>2. Happy, Active and Healthy Kids</p> <ul style="list-style-type: none"> - Attitudes to School Survey: 'Effective Classroom Behaviour' to move from 54% to 75% positive - Parent Opinion Survey: 'School Connectedness' to move from 79% to 90% positive <p>3. Connected Schools</p> <ul style="list-style-type: none"> - Parent Opinion Survey: 'General Satisfaction' to move from 64% to 75% positive, 'Teacher Communication' to move from 64% to 75% positive
Goal 2	Increase student agency in learning.
Target 2.1	Student Opinion Survey related to 'Effective Teaching Practice for Cognitive Engagement' to move from 54% to 75% positive.
Target 2.2	Staff Opinion: Academic Emphasis (60%), Collective Efficacy (78%), Viable Curriculum (75%) & Collective Focus on Learning (83%) to be at or above 80%.
Target 2.3	Parent Opinion Survey related to General Satisfaction (currently 64% positive) to be at or above 80% positive.
<p>Reflecting against the self-evaluation & student opinion survey results, it is clear that a whole school approach to the delivery of differentiated learning, feedback & high expectations is needed in order to;</p> <ul style="list-style-type: none"> - improve student learners self-awareness and resilience - formalise the whole school processes that have been developing over the last two years in order to reach out SSP goal - cater for the individual needs of students that have not progressed as expected after the period of remote learning in 2020. - improve teacher capacity to cater for all individual students - raise the school focus on educational outcomes, as reflected in the School Staff Survey (Academic Emphasis to be up from 60%), Student Attitudes to School Survey (Differentiated Learning Challenge up from 60%, Learner Motivation & Interest up from 45%, Student Voice & Agency up from 49%) & Parent Opinion Survey (General/School Pride & Confidence up from 64%). In order for us to be successful in this area, we need to ensure that staff have a shared knowledge & agreed upon expectations in regards to the delivery of differentiated learning, feedback & high expectations. <p>We will ensure that a clear meeting schedule is developed & adhered to by all staff, including the thorough use of data to guide our actions & reflections. Teachers taking on tutoring will be utilised to support individual teachers to cater more effectively for individual students.</p>	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>1. Learning, Catch-up and Extension</p> <ul style="list-style-type: none"> - Staff Survey Survey: 'Academic Emphasis' to move from 60% to 80% positive - Attitudes to School Survey: 'Learner Characteristics and Disposition' to move from 59.5% to 75% positive and 'Effective Practice for Cognitive Engagement' to move from 53% to 75% positive. - NAPLAN high growth to be at or above 30 per cent for Reading. - NAPLAN low growth to be at or below 15 per cent for Reading. - NAPLAN high growth to be at or above 25 per cent for Writing. - NAPLAN low growth to be at or below 15 per cent for Writing. - All students to make 12 months growth (using triangulated data) in one academic year according to Teacher judgement. <p>2. Happy, Active and Healthy Kids</p> <ul style="list-style-type: none"> - Attitudes to School Survey: 'Effective Classroom Behaviour' to move from 54% to 75% positive - Parent Opinion Survey: 'School Connectedness' to move from 79% to 90% positive <p>3. Connected Schools</p> <ul style="list-style-type: none"> - Parent Opinion Survey: 'General Satisfaction' to move from 64% to 75% positive - Parent Opinion Survey: 'Teacher Communication' to move from 64% to 75% positive
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support
Outcomes	<p>Whole School Level:</p> <ul style="list-style-type: none"> - PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, and lessons - Teachers will confidently and accurately identify student learning needs of their students - Teachers and leaders will regularly update data collection platforms (Compass and data walls) <p>Teacher/Classroom Level:</p> <ul style="list-style-type: none"> - Teachers will consistently implement the agreed assessment schedule - Teacher will provide regular feedback and monitor student progress using data walls - Students will experience success and celebrate the acquisition of knowledge - Teachers will provide students with the opportunity to work at their level using differentiated resources

	<p>Student Level:</p> <ul style="list-style-type: none"> - Students in need of targeted academic support or intervention will be identified and supported - Nominated or relevant teachers and leaders will establish intervention/small group tutoring - Students will know what their next steps are to progress their learning 			
Success Indicators	<p>Whole School Level:</p> <ul style="list-style-type: none"> - Minutes from staff and SIT meetings demonstrate effective use of assessment to inform teaching and measure growth - Data wall and Compass data tracking will show the monitoring of students through assessment data <p>Teacher/Classroom Level:</p> <ul style="list-style-type: none"> - PDP Goals will reflect specific goals in line with teachers use of assessment to inform teaching and planning - Teacher records and observations of student progress - Teachers' formative assessment data and teacher judgement data - Planning documents will reflect teaching modification in line with assessment results/student needs - Classroom observations and learning walks demonstrating take up of professional learning strategies <p>Student Level:</p> <ul style="list-style-type: none"> - Students will keep individual Learning goals/personal reflections in line with their individual assessments - ATOSS improvement in line with 'Learner Characteristics and Disposition' and 'Effective Practice for Cognitive Engagement' 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Monitoring the use of the Assessment Schedule and discuss data, student progression and teaching impacts regularly at Professional Learning Team meetings.	☑ Principal		from: Term 1 to: Term 4	
Document plans for tutoring, intervention, and observation.	☑ All Staff		from: Term 1 to: Term 2	
Provide professional learning to teachers in the use of Compass to report and analyse assessment data.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	\$500.00 ☑ Equity funding will be used
Establish processes/structures for collecting and monitoring school-wide data (Compass)	☑ Leadership Team		from: Term 1 to: Term 2	

Additional staffing to be employed to facilitate the tutor learning program	☑ Teacher(s)		from: Term 1 to: Term 4	\$15,000.00
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<ul style="list-style-type: none"> - Embed the whole school approach to wellbeing, with a particular focus on the School Wide Positive Behaviour Support Program - Establish an agreed approach to responding to students' wellbeing and behaviour concerns. (Tier 2 and 3 behaviours) 			
Outcomes	<p>Whole School Level:</p> <ul style="list-style-type: none"> - Refine whole school approach to social-emotional learning and wellbeing at the leadership, teacher and student levels - Embed/strengthen school within a school structures (houses/sub schools/home groups) - Communicate progress to the wider school community - Teachers will model and are consistent in agreed routines - Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing - Teachers and leaders will integrate social-emotional learning into school practice, policies and programs <p>Teacher/Classroom Level:</p> <ul style="list-style-type: none"> - Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use - Relevant teachers and leaders will implement a wellbeing program - Students will feel supported and engaged, and contribute to a strong classroom culture - At-risk students will be identified and receive targeted support in a timely manner - Students will have strong relationships with peers <p>Student Level:</p> <ul style="list-style-type: none"> - Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate - Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing - Families of at-risk students will receive regular communication and support from the school - Students will experience more success in classes - Students and families will be connected to allied health and mental health services 			
Success Indicators	<p>Whole School Level:</p> <ul style="list-style-type: none"> - Classroom and peer observations - Observations of changes to classroom practices 			

	<ul style="list-style-type: none"> - Documentation of frameworks, policies or programs - Internal and external professional learning attendance and shared readings for staff are documented - Shared PL goals documented in staff PDPs - Curriculum documentation reflecting social and emotional learning <p>Teacher/Classroom Level:</p> <ul style="list-style-type: none"> - Students engagement in wellbeing programs (feedback, participation, classroom observations) - Documentation of resources for wellbeing programs - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - Teacher reports of student wellbeing concerns <p>Student level:</p> <ul style="list-style-type: none"> - Data used to identify students in need of targeted support - Documentation of strategies students will use in classes and at school - Student engagement and assessment data from regular classes 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review current SWPBS documentation and processes through peer observation and PLT meetings	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)		from: Term 1 to: Term 3	
Plan for and schedule professional learning, in regards to catering for Tier 2 and 3 behaviours within the current Behaviour Program	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Document an agreed process for responding to students' wellbeing and behaviour concerns. (Tier 2 and 3 behaviours)	<input checked="" type="checkbox"/> All Staff		from: Term 1 to: Term 4	
Develop documentation for wellbeing programs	<input checked="" type="checkbox"/> Leading Teacher(s)		from: Term 1 to: Term 2	
Consult with staff on monitoring and referral processes	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		from: Term 1 to: Term 2	

Establish weekly check-ins with families of at-risk students	☑ All Staff		from: Term 1 to: Term 1	
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			
Outcomes	<p>Whole School Level:</p> <ul style="list-style-type: none"> - Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin - Use digital channels of communication to provide regular updates on student learning programs and student development - The wider community will feel welcome in the school and regularly use school facilities <p>Teacher/Classroom Level:</p> <ul style="list-style-type: none"> - Teachers will be confident in integrating digital learning pedagogy - Students will feel connected to their school and have positive attitudes to attendance - Teachers will have strong relationships with students and parents/carers/kin - Teachers can regularly connect with the parents/carers/kin of all students <p>Student Level:</p> <ul style="list-style-type: none"> - Students and parents/carers/kin will feel as though they belong and are seen - All students will be connected to resources and learning opportunities 			
Success Indicators	<p>Whole School Level:</p> <ul style="list-style-type: none"> - Whole school surveys (Parent Opinion and AToSS) - Student/staff/parent/carer/kin focus groups and interviews - Pulse checks with parents/carers/kin <p>Teacher/Classroom Level:</p> <ul style="list-style-type: none"> - Class participation data - 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 			

	Student Level: - Frequency of communications with parents/carers/kin - Student perception and survey data - Parent/carer/kin surveys and interviews		
Activities and Milestones	Who	When	Budget
Commence the use of Compass to replace Skoolbag as the portal for communication between parents and the school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	\$600.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish processes/structures for using Compass use to communicate learning/behaviour/attendance with parents	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	
Review the school website and newsletter as a portals for relevant school news, information and updates for the community.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	
Routinely prioritise time in staff meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	
Goal 2	Increase student agency in learning.		
12 Month Target 2.1	Student Opinion Survey related to 'Effective Teaching Practice for Cognitive Engagement' to move from 54% to 75% positive.		
12 Month Target 2.2	Staff Opinion related to Academic Emphasis (60%), Collective Efficacy (78%), Viable Curriculum (75%) and Collective Focus on Learning (83%) to be at or above 80%.		
12 Month Target 2.3	Parent Opinion Survey related to General Satisfaction (currently 64% positive) to be at or above 80% positive.		

KIS 1 Empowering students and building school pride	Embed a whole school approach to the delivery of differentiated learning, feedback and high expectations.
Actions	Embed PLTs structures to support teacher collaboration and reflection of strengthen teaching practice, with a focus on embedding the whole school instructional model in Literacy.
Outcomes	<p>Whole School Level:</p> <ul style="list-style-type: none"> - PLTs will meet to engage in reflective practice, professional learning, evaluate and plan curriculum, assessments, and lessons <p>Teacher/Classroom level:</p> <ul style="list-style-type: none"> - Teachers will use HITS to plan lessons and units, with a focus on developing teacher capability to implement Differentiated learning, Feedback, Goal Setting & High Expectations - Teachers will consistently and explicitly implement the school's instructional model - Teachers will provide students with the opportunity to work at their level using differentiated resources <p>Student Level:</p> <ul style="list-style-type: none"> - Students will know how lessons are structured and how this supports their learning - Students in need of targeted academic support or intervention will be identified and supported - Nominated teachers will establish intervention/small group tutoring programs
Success Indicators	<p>Whole School Level:</p> <ul style="list-style-type: none"> - Classroom and peer observations - Observations of changes to classroom practices - Documentation of frameworks, policies or programs - Shared PL goals documented in staff PDPs <p>Teacher/Classroom Level:</p> <ul style="list-style-type: none"> - 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 - Differentiated curriculum documents and evidence of student learning at different levels <p>Student Level:</p>

	<ul style="list-style-type: none"> - Student feedback on differentiation, the instructional model, and use of common strategies - Differentiated resources used in tailored supports - Assessment data and student surveys - Progress against Individual Learning Plans 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish processes for Peer Observations / Learning Walks	<input checked="" type="checkbox"/> Teacher(s)		from: Term 1 to: Term 2	\$900.00 <input checked="" type="checkbox"/> Equity funding will be used
Schedule and organise professional learning on HITS, with a focus on developing teacher capability to implement Differentiated learning, Feedback, Goal Setting & High Expectations	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
Establish processes for regular moderation/review of planning documentation	<input checked="" type="checkbox"/> Teacher(s)		from: Term 1 to: Term 2	
Schedule and organise professional learning on student agency, with a focus on how student agency fits within our instructional model, teaching and learning	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$900.00 <input checked="" type="checkbox"/> Equity funding will be used
Take part in PLC Training	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		from: Term 3 to: Term 4	\$600.00 <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,000.00	\$5,000.00
Additional Equity funding	\$16,893.00	\$16,893.00
Grand Total	\$21,893.00	\$21,893.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)
Provide professional learning to teachers in the use of Compass to report and analyse assessment data.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$500.00
Plan for and schedule professional learning, in regards to catering for Tier 2 and 3 behaviours within the current Behaviour Program	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$500.00
Commence the use of Compass to replace Skoolbag as the portal for communication between parents and the school.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$600.00
Review the school website and newsletter as a portals for relevant school news, information and updates for the community.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$1,000.00
Establish processes for Peer Observations / Learning Walks	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> CRT	\$900.00
Schedule and organise professional learning on student agency, with a focus on how student agency fits within our instructional model, teaching and learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$900.00
Take part in PLC Training	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$600.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Additional funding will be used to support the tutoring program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$1,893.00	\$1,893.00
Tutor Learning Money used to Staff the Tutoring Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$15,000.00	\$15,000.00
Totals			\$16,893.00	\$16,893.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide professional learning to teachers in the use of Compass to report and analyse assessment data.	<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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Compass	<input checked="" type="checkbox"/> On-site
Plan for and schedule professional learning, in regards to catering for Tier 2 and 3 behaviours within the current Behaviour Program	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources Karla Anderson - SWPBS Coach	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on HITS, with a focus on developing teacher capability to implement Differentiated learning, Feedback, Goal Setting & High Expectations	<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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on student agency, with a focus on how student agency fits within our instructional model, teaching and learning	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site