

Annual Implementation Plan - 2020

Bell Primary School (4309)



Submitted for review by David Twite (School Principal) on 23 December, 2019 at 03:43 PM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 06 January, 2020 at 03:04 PM
Awaiting endorsement by School Council President

School vision	School values	Strategic Plan Goals	Intent, rationale and focus for Strategic Plan Goals
	<p>Our school values are:</p> <p>Creativity: To think of and express novel ideas.</p> <p>Respect: To foster a culture in which people feel safe to be themselves and peacefully accept others.</p> <p>Resilience: To have the ability and confidence to overcome challenges in a positive way.</p> <p>Curiosity: To want to know or learn about something.</p> <p>Collaboration: The coming together of minds to share ideas and knowledge in order to achieve a common goal.</p>	<p>Goal 1: To build relationships and a culture of trust across the whole school community</p> <p>Goal 2: To improve student outcomes by building teaching practice excellence through high quality and consistent instructional practice.</p> <p>Goal 3: To grow the leadership capabilities of our school through the implementation of a revised leadership structure aligned with a whole-school vision.</p>	<p>Intent: To build strong connections with the community</p> <p>Rationale: Through creating a culture of trust and building strong relationships with members of the Bell Primary community, we are able to take advantage of the value of harnessing the full capacity of the community and parents to collectively encourage students' learning, and enhance student outcomes.</p> <p>Focus: Building communities with parents and cares as partners in 2018</p> <p>The school is focused on building a culture of trust and embedding a language of learning across the whole community. As highlighted in the 2016 school review, the school has achieved consistency low results in the parent opinion survey, with three-year trend data indicating relative low perceived approachability (7.2 percentile), perceived level of parent input (9.6 percentile) and general satisfaction (19.4 percentile). Building relationships with the community is a key priority in the Strategic Plan which was supported by a suite of initiatives in the 2017 AIP, which will continue to be developed during 2018.</p> <p>Intent: To build excellence in teacher practice</p> <p>Rationale: If the school implements high quality instructional practice with guaranteed and viable curriculum aligned to the Victorian Curriculum student learning growth will be maximised</p> <p>Focus: Excellence in teaching and learning – Curriculum planning and assessment.</p> <p>Intent: To grow the leadership capabilities of staff aligned with the whole school vision and values</p> <p>Rationale: To strengthen our succession planning, develop the capabilities of our leadership teams using evidence and proven coaching and feedback methods. To create a culture of professional learning that is focussed on improving student outcomes.</p> <p>Focus: Professional Leadership</p>

<p>DET Acronyms and Definitions</p>	<p>NAPLAN – National Assessment Program for Literacy and Numeracy (see http://www.education.vic.gov.au/school/parents/learning/Pages/naplan.aspx)</p> <p>KLAs – Key Learning Areas linked to the Victorian Curriculum Framework delivered in classroom programs eg Reading, Writing, Maths, Inquiry (Science, Health, Humanities etc)</p> <p>SPA – Student Performance Analyser (online student assessment data and tracking system used by MPS for collation and analysis of whole school assessment results)</p> <p>SSP – School Strategic Plan (MPS 4 year plan for improving student outcomes within the FISO model)</p> <p>FISO – Framework for Improving Student Outcomes (education reform agenda see http://www.education.vic.gov.au/school/principals/management/Pages/schoolperformance.aspx)</p> <p>KIS – Key Improvement Strategy (summary of key actions/initiatives to drive improvement in practices, behaviours and outcomes)</p> <p>CRTs – Casual Relief Teachers (locally employed teachers used to replace absent staff and release key staff to work on AIP actions)</p> <p>SRP – Student Resource Package (DET yearly funds allocated to MPS for staffing and operational expenses)</p> <p>PD – Professional Development (teacher professional learning opportunities that can be in-house or via external providers)</p> <p>PLCs – Professional Learning Communities are Grade level teams that plan, deliver and evaluate classroom programs using a collaborative approach</p> <p>VGSA – Victorian Government Schools Agreement is the work place conditions and guidelines negotiated between DET and the AEU</p> <p>KIT - Key Improvement Team work in collaboration on actions and activities to drive educational reform from the AIP</p> <p>HITs – 10 High Impact Teaching Strategies that enable teachers to reflect, research and discuss within context of the classroom practices to facilitate improvement in their teaching</p>
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Define Actions, Outcomes and Activities

Goal 1	To build relationships and a culture of trust across the whole school community.
12 Month Target 1.1	<p>Parent Opinion Survey (measures have been revised to reflect the changes in this survey, with a focus on year-on-year growth in endorsement):</p> <p>School Communication: Above 85% endorsement (2019: 82% endorsement)</p> <p>Teacher Communication: Above 70% endorsement (2019: 64% endorsement)</p> <p>Parent participation and involvement: Above 85% endorsement (2018: 82% endorsement)</p> <p>General satisfaction: Above 85% endorsement (2019: 82% endorsement)</p> <p>Attitudes to School Survey</p> <p>School connectedness : > 75% overall endorsement for grades 4, 5 & 6 (2018: 70% endorsement) + improved cohort growth for both grade 5 & 6</p> <p>Teacher concern: > 70% overall endorsement for grades 4, 5 & 6 (2018: 57% endorsement) + improved cohort growth for both grade 5 & 6</p> <p>Sense of inclusion: > 85% overall endorsement for grades 4, 5 & 6 (2019:80% endorsement) + improved cohort growth for both grade 5 & 6</p>
KIS 1 Building communities	2. To strengthen connections between members of the learning community. (FISO Essential Element for Improvement: 4 and 5)
Actions	<p>Continue to build a three way partnership for learning and a culture of trust between students, staff and parents through building relationships and the implementation and promotion of school vision and values.</p> <p>Review and refine connections and partnerships with parent community including ongoing and effective communication, reporting to parents measures, participation and involvement in student learning and community events.</p>
Outcomes	<p>Greater alignment between Junior School Council and the Community Engagement, Diversity and Inclusion sub committee established as a way for parents to contribute to school based events while promoting student voice.</p> <p>Adjustments to formal reporting to parents made for 2020 that takes into account the feedback of parents, staff and students as well as DET requirements and Reporting Guidelines.</p> <p>Stronger connections between learning community- specifically parents/carers have a better understanding of the language of learning and the home/school connection is seamless.</p> <p>Continued promotion of school vision and values through whole school events involving parents/carers to promote consistent language across the school community.</p> <p>Clarity for staff around open classroom expectations resulting in celebrations of learning across all year levels, once per term.</p> <p>Current parent community accessing relevant information through website and Compass.</p> <p>Clarity of vision and values promoted to wider community including perspective parents.</p>
Success Indicators	<p>Streamlined calendar of events for the parent/student community developed</p> <p>Improved attendance at open classroom activities, community engagement events and activities including the Writer's Festival, and parent education sessions.</p> <p>Qualitative analysis of open responses by parents/ carers to the Parent Opinion Survey, including Reporting to Parents, as an element of school communication.</p> <p>Review analytics available through Compass and website to gauge visitation and most appropriate times for communication.</p> <p>Improvement in 'School Support', 'School Communication' and 'Teacher Communication' elements of the Parent Opinion Survey.</p> <p>Improved response rate to the parent opinion survey indicating a greater level of connectedness between parents and the school.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
New school website launched that clearly communicates the vision and values of Bell Primary School through the content.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Connections between Junior School Council and the Community Engagement, Diversity and Inclusion sub committee to be established, ensuring alignment of school events/ days of recognition and promotion of student voice.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Connections between Junior School Council and KESO (Sonya Foster) to be established to support the implementation of whole school days of recognition and promote student understanding.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Expectations around 'open classroom' events and celebrations of learning to be clarified for staff at the beginning of 2020 and consistently implemented across teams for the school year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Collate data collected from focus groups and Reporting to Parents survey to inform future communication strategies and reporting methods.	<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
Develop informed 2020 Reporting to Parents plan that factors in the feedback from parents, staff and students.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Calendar of parent education and information sessions to be included as part of whole school event planning to enable parents opportunities to further understand how they can support their child's learning at home, including wellbeing initiatives and eSmart.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
New and updated policies to be taken completed, reviewed and ratified by School Council. Policies relevant to the parent community to be uploaded to the school website and referred to via other communication channels e.g. Newsletter, where appropriate or required.	<input checked="" type="checkbox"/> Principal <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
Ongoing use of communication tools available through Compass e.g. Newsfeed, by all staff.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Explore use of additional avenues for promotion of school vision and values within the school community.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building communities	3. To work with the school community to promote student health, wellbeing, inclusion and engagement by utilising the School-wide Positive Behaviour Framework in conjunction with Berry Street Educational Model.			
Actions	Continued implementation of the Berry Street Education Model and School Wide Positive Behaviour Support framework. Use of Compass Education- School Management System as a tool for tracking, monitoring and improving student attendance, behavior and wellbeing throughout their primary school years.			
Outcomes	<p>Teachers and school leaders have an understanding of SWPBS and Berry St wellbeing models as they apply to the Bell Primary School learning context and use these frameworks to support positive engagement and wellbeing outcomes for students.</p> <p>Improvement in staff understanding of the links between SWPBS and Berry Street, in particular the consistent use of proactive strategies to support student engagement and wellbeing.</p> <p>Increased consistency in staff understanding of the levels of inappropriate students behaviour (minor, major, severe) and appropriate consequences and follow up.</p> <p>Improved ability to track and monitor student engagement and wellbeing over time.</p> <p>Students have a stronger sense of connectedness and voice within the school community.</p> <p>Teachers utilising student feedback data with individual classes and cohorts to identify strengths and actions to address any areas of concern.</p> <p>Greater promotion of open discussion between staff and students, that acknowledges the perspectives of all parties within the learning community.</p> <p>Staff utilise student feedback data and see this as a valuable tool to reflect on the classroom environment, relationships and teaching practice.</p>			
Success Indicators	<p>Improved student endorsement of 'School Connectedness', 'Teacher Concern' and 'Sense of Inclusion', as reflected in Attitudes to School survey data.</p> <p>Reduced incidence of perceived bullying activity, as reported by grade 5 and 6 students in the Attitudes to School Survey (based on matched cohort data).</p> <p>Clearer understanding at an individual teacher, team and whole school level of the issues impacting on student perceptions of connectedness and inclusion, to help guide teacher practice and whole-school approaches to SWPBS and Berry Street wellbeing models.</p> <p>Improvements across both learning and wellbeing questions evident from Term 1 to Term 3 school based student surveys.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Embed child safe related policy procedures and actions: beginning with a launch during staff induction first curriculum day.	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Integration of BSEM and SWPBS as part of the Start Up program in all classrooms.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Create professional learning opportunity to update new staff on Berry Street Education Model domains covered in 2019.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10000.00 <input type="checkbox"/> Equity funding will be used
Implementation of strategies from the relationship domain of the Berry Street Education Model into classroom practices.	<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
Implement new methods of activating student voice, through school developed student surveys, as part of the Assessment Schedule in Terms 1 & 3	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Use of consultants to provision professional learning that supports staff to understand the links between the Berry Street Model and School Wide Positive Behaviour Support framework.	<input checked="" type="checkbox"/> Staff Development Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2000.00 <input type="checkbox"/> Equity funding will be used
KESO (Sonya Foster) to provide CUST (Cultural Understanding and Safety Training) to staff, to build their knowledge and understanding of Aboriginal and Torres Strait Islander community member perspectives.	<input checked="" type="checkbox"/> Staff Development Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff to undertake Day 3 and Day 4 professional learning Berry Street Education Model.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Continued promotion of school vision and values through an agreed approach to the promotion and recognition of student values during whole school events to promote consistent language across the school community.	<input checked="" type="checkbox"/> All Staff <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
Continuation and celebration of our current inclusion, diversity and cultural awareness days; NAIDOC, Harmony Day, NDA, Wear it Purple.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Rollout of the of the key aspects of the Berry Street Education Model 5 domains, following module professional learning.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Additional consultation with Berry Street Education Model experts to reflect on and refine current practice and to inform forward planning.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Utilise DET initiatives, including Amplify, as a practice guide to explore further options of empowering students through opportunities for voice, agency and leadership.</p>	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>Parent information session on Wellbeing initiatives to be included as part of school calendar of events.</p>	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>Goal 2</p>	<p>To improve student outcomes by building teaching practice excellence through high quality and consistent instructional practice.</p>			
<p>12 Month Target 2.1</p>	<p>NAPLAN: (all measures are based on 2017-2020 average performance compared with baseline data: 2013-2016)</p> <p>An increase in percentage matched cohort high growth students for Reading (baseline = 24.3%) 2017-2019 average- 24.3%</p> <p>An increase in percentage matched cohort high growth students for Writing (baseline = 24.0%) 2017-2019 average- 29%</p> <p>An increase in percentage matched cohort high growth students for Number (baseline = 29.3%) 2017-2019 average- 22%</p> <p>Teacher Judgements: (measures are based on 2018-2019 average performance compared with baseline data: 2017) Improvement in student performance within targeted capabilities, for example: Creative and Critical Thinking, Ethical Capabilities, Intercultural Capabilities</p>			
<p>12 Month Target 2.2</p>	<p>School Staff Survey</p> <p>Increase in level of staff endorsement of Teacher Collaboration (baseline = 61.6%) 2019- 36%</p> <p>Increase in level of staff endorsement of Collective Efficacy (baseline = 86.6%) 2019- 71%</p> <p>Increase in level of staff endorsement of Guaranteed and Viable Curriculum (baseline = 66.3%) 2019- 43%</p>			
<p>KIS 1 Building practice excellence</p>	<p>1. To investigate and implement a shared pedagogical approach (Bell Model) that acknowledges the importance of personalised learning and student agency, with a focus on Literate, Numerate and Curious. (FISO Essential Elements for Improvement: 1 and 4)</p>			
<p>Actions</p>	<p>Use of High Impact Teaching Strategies as a lens to begin developing a whole school pedagogical model with an initial emphasis on HIT 2. Structuring Lessons. Development of a whole school approach to the planning and effective delivery of structured lessons that scaffold learning and build students' knowledge and skills.</p>			
<p>Outcomes</p>	<p>Teachers have a deeper understanding of High Impact Teaching Strategies in relation to the lesson context. Teachers have increased knowledge of when and how these instructional practices should be applied and how they relate to improved student learning. Improved capacity for teachers to reflect on and modify own teaching practice in the context of these strategies. Use of a common language amongst staff when discussing lesson structure and instructional practices. Students will be able to articulate the 'usual' structure of lessons.</p>			
<p>Success Indicators</p>	<p>Ongoing documentation of a whole school pedagogical approach 'Bell Model'- starting with lesson structure. Observable data shows a greater level of consistency across the school in relation to lesson structure. Planning documents reflect improved teacher understanding of planning for structured lessons, lesson transitions and High Impact Teaching Strategies.</p>			

Improved teacher endorsement of the components 'Using a Pedagogical Model' and 'Use High Impact Teaching Strategies' within the Staff Opinion Survey. Improved individual teacher reflections along the Continuum of Practice for High Impact Teaching Strategy- Structuring Lessons.				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Use of High Impact Teaching Strategies as a lens to begin developing a whole school pedagogical model with an initial emphasis on HIT 2. Structuring Lessons.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of a whole school approach to the planning and effective delivery of structured lessons that scaffold learning and build students' knowledge and skills.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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
Ongoing professional learning for staff regarding the use of High Impact Teaching Strategies and their link to data informed instruction.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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
Teacher reflection on High Impact Teaching Strategy- Structuring Lessons Continuum of Practice as part of coaching.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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
Coaching and mentoring to support individual staff in planning for and implementing effective lessons that explicitly plan for instruction through HITs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Coaching and mentoring to support teaching teams in collaborative weekly planning that is informed by ongoing monitoring of data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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
Peer observations and Learning walks implemented as a tool for feedback, reflection and a shared understanding of HIT 2. Structuring Lessons	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$9000.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Building practice excellence	2. To implement a consistent planning and assessment approach that integrates the Victorian Curriculum and facilitates visibility of teacher practice. This will be informed by data collection, analysis and evaluation of student growth over time. (FISO Essential Elements for Improvement: 1, 6, and 7)
Actions	Implement and monitor the whole school 2020 Assessment Schedule as a working document. Develop and establish consistency at a whole school, team and individual level through the development of an agreed approach to planning Staff Professional Learning around use of assessment data to inform teaching and guide own professional learning. (PLCs)
Outcomes	Teachers have a deeper understanding and commitment to implementing consistent assessment practices and related data literacy skills, that can inform the development of targeted teaching and learning activities. Improved clarity amongst staff regarding the sequential process of planning and the core elements required at each level. (Yearly, termly, weekly) Involvement of Leadership (Learning Specialists/ Assistant Principal) in weekly PLC/ planning sessions and planning days to support and guide the work of teams, alongside Team Leaders. Increased opportunities for staff to work collaboratively as a team to undertake collaborative planning, assessment moderation and use of data to improve practice (PLCs) Upskilling of leaders (Team Leaders/ KIT/ Learning Specialists) to guide and support the work of teams to use data as an initiator for building staff capacity through the FISO improvement cycle, as a Professional Learning Community. Improved understanding of collaboration, high performing teams and the PLC Inquiry cycle, amongst staff.
Success Indicators	Clear expectations of the core planning elements required, established with staff and documented. Weekly APT, Planning Week timetable and Meeting Schedule developed that maximizes opportunities for staff to come together in a collaborative capacity as part of the school day. Improved staff ratings along the PLC continuum at an individual team and whole school level. Improved teacher endorsement of the components 'Understand how to use Data,' 'Teacher Collaboration,' 'Collective Efficacy' and 'Guaranteed and Viable Curriculum'

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Sequential process of planning and the core elements required at each level. (Yearly, termly, weekly).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Clear expectations of the core planning elements required, established with staff and documented.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <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
Involvement of staff in professional learning that explores the difference in a cooperative versus collaborative working environment.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Weekly APT, Planning Week timetable and Meeting Schedule developed that maximises opportunities for staff to come together in a collaborative capacity, as part of the school day.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Involvement of Leadership (Learning Specialists/ Assistant Principal) in planning days to support and guide the work of teams, alongside Team Leaders.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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
Involvement of Leadership (Learning Specialists/ Assistant Principal) in weekly PLC/ planning sessions support and guide the work of teams, alongside Team Leaders.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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
Upskilling of leaders (Team Leaders/ KIT/ Learning Specialists) through external Professional Learning opportunities, internal professional learning and coaching/mentoring opportunities.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Upskilling of leaders (Team Leaders/ KIT/ Learning Specialists) to guide and support the work of teams to use data as an initiator for building staff capacity through the FISO improvement cycle, as a Professional Learning Community.	<input checked="" type="checkbox"/> School Improvement Team <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	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Individual and collaborative team ratings along the PLC continuum.	<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

KIS 3 Evidence-based high-impact teaching strategies	3.To develop a collaborative approach to professional learning based on the sharing of skills, expertise and experience to enhance student outcomes. (FISO Essential Element for Improvement: 2)			
Actions	Targeted and balanced approach to staff professional learning schedule developed and implemented, that is driven by data and caters to both whole school priorities and team/individual needs. Formalised peer observation and mentor/coaching process introduced across the whole school.			
Outcomes	Greater access of professional learning support to all staff in the areas of Teaching and Learning, Engagement and Wellbeing. School leaders have developed skills, specifically in relation to coaching/mentoring, and can utilise these skills to support the development of teacher knowledge and capacity.			

	Coaching model developed and implemented with refinements and adjustment throughout the year.			
Success Indicators	<p>Documented school based coaching/mentoring approach. PDPs to reflect a combination of personalised goals and goals that demonstrate alignment with whole school priorities as outlined in the Annual Implementation Plan and School Strategic Plan. Use of individual staff and student data to inform professional learning priorities and 2020 meeting schedule. Teachers to have a positive perception of their professional learning journey, as reflected in end of year PDP discussions and relevant documentation. Improved teacher endorsement of the components 'Understand how to use Data,' 'Teacher Collaboration,' 'Collective Efficacy' and 'Guaranteed and Viable Curriculum'</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Greater access of professional learning support to all staff in the areas of Teaching and Learning, Engagement and Wellbeing.	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Coaching model developed, documented and implemented with refinements and adjustment throughout the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Balance of individual teacher need and school based priorities evident in teacher Performance and Development Plan documents.	<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
Teachers to have a positive perception of their professional learning journey, as reflected in end of year PDP discussions and relevant documentation.	<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
Use of staff and student data, SSP & AIP to inform professional learning priorities and 2020 meeting schedule.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Needs based professional learning explored in 2020 meeting schedule as a way to utilise staff expertise and promote use of reflection and data to guide individual professional learning.	<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
Goal 3	To grow the leadership capabilities of our school through the implementation of a revised leadership structure aligned with a whole-school vision.			
12 Month Target 3.1	<p>Increase in level of staff endorsement of Professional Learning: > 60% (2019: 47%) Collective focus on student learning: >77% (2019: 67%)</p>			
KIS 1 Building leadership teams	2. To build an organisational design to grow leadership capacity supported by a professional learning program that aligns to identified improvement strategies. (FISO Essential Element for Improvement: 2)			

Actions	Roles and Responsibilities to be clearly defined as part of the Organisation Design. Review structure of Leadership/SIT/KIT, ensuring relevance and alignment to the 2020 AIP. Clarification for staff around the roles of various teams within the school e.g. Leadership/ KIT/SIT, and reminders of the actions they are driving and their decision making responsibilities.			
Outcomes	Clear understanding from all staff of the revised Organisation Design, including specific roles and responsibilities within this structure, and how this design supports the strategic priorities of the school. Streamlining of meetings- items addressed are appropriate to meeting type. Clear understanding of roles and responsibilities including clarity of team based and additional roles and responsibilities, based on level of experience. Team Leaders/ KIT/ Learning Specialists to guide and support the work of teams in building professional knowledge, capacity and collaboration. Sustained focus on core areas for improvement through limiting competing priorities.			
Success Indicators	Creating middle leadership opportunities for staff, as reflected in staff endorsement of components 'Leading Change' and 'Instructional Leadership' in the Staff Opinion Survey.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Document developed to support streamlining of meetings and understanding of staff regarding agenda items that are appropriate to the meeting type.	<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
Revise Organisation Design, where required, based on feedback of Leadership, KIT/SIT/ Team Leaders.	<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
Inclusion of specific roles and responsibilities within Organisation Design structure and communication of how this design supports the strategic priorities of the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Clear understanding of roles and responsibilities including clarity of team based and additional roles and responsibilities, based on level of experience.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Team Leaders/ KIT/ Learning Specialists to guide and support the work of teams in building professional knowledge, capacity and collaboration.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(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
Sustained focus on core areas for improvement through limiting competing priorities.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where Resource \$
Create professional learning opportunity to update new staff on Berry Street Education Model domains covered in 2019.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> Off-site Date & Location TBC \$10,000.00
Use of consultants to provision professional learning that supports staff to understand the links between the Berry Street Model and School Wide Positive Behaviour Support framework.	<input checked="" type="checkbox"/> Staff Development Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Departmental resources SWPBS Regional Coach	<input checked="" type="checkbox"/> On-site \$2,000.00
Staff to undertake Day 3 and Day 4 professional learning Berry Street Education Model.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> Off-site March 11, June 9- Location TBC
Rollout of the of the key aspects of the Berry Street Education Model 5 domains, following module professional learning.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Additional consultation with Berry Street Education Model experts to reflect on and refine current practice and to inform forward planning.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
Utilise DET initiatives, including Amplify, as a practice guide to explore further options of empowering students through opportunities for voice, agency and leadership.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site
Use of High Impact Teaching Strategies as a lens to begin developing a whole school pedagogical model with an initial emphasis on HIT 2. Structuring Lessons.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> 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"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site \$9000.00
Development of a whole school approach to the planning and effective delivery of structured lessons that scaffold learning and build students' knowledge and skills.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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"/> Curriculum development <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"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Teacher reflection on High Impact Teaching Strategy- Structuring Lessons Continuum of Practice as part of coaching.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Coaching and mentoring to support individual staff in planning for and implementing effective lessons that explicitly plan for instruction through HITS.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site \$4000.00
Coaching and mentoring to support teaching teams in collaborative weekly planning that is informed by ongoing monitoring of data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Sequential process of planning and the core elements required at each level. (Yearly, termly, weekly).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Clear expectations of the core planning elements required, established with staff and documented.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <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"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Involvement of staff in professional learning that explores the difference in a cooperative versus collaborative working environment.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Weekly APT, Planning Week timetable and Meeting Schedule developed that maximises opportunities for staff to come together in a collaborative capacity, as part of the school day.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Involvement of Leadership (Learning Specialists/ Assistant Principal) in planning days to support and guide the work of teams, alongside Team Leaders.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Involvement of Leadership (Learning Specialists/ Assistant Principal) in weekly PLC/ planning sessions support and guide the work of teams, alongside Team Leaders.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Upskilling of leaders (Team Leaders/ KIT/ Learning Specialists) through external Professional Learning opportunities, internal professional learning and coaching/mentoring opportunities.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow \$3,000
Upskilling of leaders (Team Leaders/ KIT/ Learning Specialists) to guide and support the work of teams to use data as an initiator for building staff capacity through the FISO improvement cycle, as a Professional Learning Community.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources PLC Regional Coach or PD	<input checked="" type="checkbox"/> On-site
Coaching model developed, documented and implemented with refinements and adjustment throughout the year.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Use of staff and student data, SSP & AIP to inform professional learning priorities and 2020 meeting schedule.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Inclusion of specific roles and responsibilities within Organisation Design structure and communication of how this design supports the strategic priorities of the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Clear understanding of roles and responsibilities including clarity of team based and additional roles and responsibilities, based on level of experience.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Team Leaders/ KIT/ Learning Specialists to guide and support the work of teams in building professional knowledge, capacity and collaboration.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Sustained focus on core areas for improvement through limiting competing priorities.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site