

2022 Annual Implementation Plan

for improving student outcomes

Lloyd Street Primary School (4139)



Submitted for review by Nerida Smith (School Principal) on 21 February, 2022 at 11:54 AM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 21 February, 2022 at 04:52 PM
Endorsed by Matt Baker (School Council President) on 22 February, 2022 at 11:20 AM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Excelling
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	The School Community is committed to the concept of continuous improvement and works in a highly co-ordinated manner to ensure consistency for the students. The domains of Teaching and Learning, Leadership are very close to being in the excelling category currently. The completion of the contract of one of the Learning Specialists contracts will mean that we will need to ensure we can maintain the same high expectation and improvement focus with less leaders to drive the instructional leadership. A reduction in enrolments has meant that this role is not able to be replaced.
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Considerations for 2022	Main foci for 2022 will include: <ol style="list-style-type: none">1. continued promotion of the school to build enrolments.2. redevelopment of role statements in lieu of a smaller School Improvement Team.3. seeking further Tier 3 funding for high need students.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student achievement in literacy and numeracy.
Target 2.1	<p>By 2022 improve the percentage of year 5 students in the top 2 NAPLAN bands in reading from 48% to 65%.</p> <p>By 2022 improve the percentage of year 5 students in the top 2 NAPLAN bands in writing from 13% to 35%.</p>
Target 2.2	By 2022 increase the mean scaled score in spelling from 516 points to 530 points.
Target 2.3	By 2022 the percentage of year 5 students in the top 2 bands of NAPLAN will increase from 44% to 57% in numeracy.

Target 2.4	By 2022 increase the mean scaled score for year 5 in numeracy from 517 points to 535 points.
Key Improvement Strategy 2.a Evaluating impact on learning	Improve PLC practices in using data to inform planning and evaluate the impact of teacher practice to inform professional learning to build capability.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Consistently implement evidence-based literacy and numeracy practices to differentiate learning school wide with a particular focus on maintaining the growth of high achieving students.
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capability in the use of formative and diagnostic assessment to identify and respond to areas of cohort and individual student learning needs.
Goal 3	To develop student voice and agency in learning.
Target 3.1	During the review period the panel determined that students had considerable voice in their learning but that opportunities to activate student agency were required.
Target 3.2	By 2022 increase the percentage positive response on ATOS for <i>student voice and agency</i> from 64% to 90%.
Target 3.3	By 2022 increase the percentage positive endorsement on the Staff survey for the <i>teaching and learning</i> modules from 77% to 85%.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a common understanding and language of student voice, agency, and leadership with staff and students.

Key Improvement Strategy 3.b Empowering students and building school pride	Increase the student role in planning their learning program and evaluating achievement and progress.
Key Improvement Strategy 3.c Curriculum planning and assessment	Develop a curriculum continuum and assessment processes accessible to students to enable them to self-direct their learning.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2022 to have a mean score of 530 in NAPLAN numeracy at Year 5. By 2022 to have 57% of Year 5 students performing in the top two bands in NAPLAN.</p> <p>For ATSOS 2022 for students grade 4-6 to have a 85% positive endorsement in Differentiated Learning Challenges.</p>
To improve student achievement in literacy and numeracy.	No	<p>By 2022 improve the percentage of year 5 students in the top 2 NAPLAN bands in reading from 48% to 65%.</p> <p>By 2022 improve the percentage of year 5 students in the top 2 NAPLAN bands in writing from 13% to 35%.</p>	

		By 2022 increase the mean scaled score in spelling from 516 points to 530 points.	
		By 2022 the percentage of year 5 students in the top 2 bands of NAPLAN will increase from 44% to 57% in numeracy.	
		By 2022 increase the mean scaled score for year 5 in numeracy from 517 points to 535 points.	
To develop student voice and agency in learning.	Yes	During the review period the panel determined that students had considerable voice in their learning but that opportunities to activate student agency were required.	see below
		By 2022 increase the percentage positive response on ATOS for <i>student voice and agency</i> from 64% to 90%.	To increase the percentage positive response on ATOS for student voice and agency from 64% to 90%.
		By 2022 increase the percentage positive endorsement on the Staff survey for the <i>teaching and learning</i> modules from 77% to 85%.	By 2022 increase the percentage positive endorsement on the Staff survey for the teaching and learning modules from 77% to 85%.

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	By 2022 to have a mean score of 530 in NAPLAN numeracy at Year 5. By 2022 to have 57% of Year 5 students performing in the top two bands in NAPLAN. For ATOS 2022 for students grade 4-6 to have a 85% positive endorsement in Differentiated Learning Challenges.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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 2022.	
Goal 2	To develop student voice and agency in learning.	
12 Month Target 2.1	see below	
12 Month Target 2.2	To increase the percentage positive response on ATOS for student voice and agency from 64% to 90%.	

12 Month Target 2.3	By 2022 increase the percentage positive endorsement on the Staff survey for the teaching and learning modules from 77% to 85%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop a common understanding and language of student voice, agency, and leadership with staff and students.	No
KIS 2 Empowering students and building school pride	Increase the student role in planning their learning program and evaluating achievement and progress.	Yes
KIS 3 Curriculum planning and assessment	Develop a curriculum continuum and assessment processes accessible to students to enable them to self-direct their learning.	No
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.	The school is in the final year of its current SSP. ATSOS data indicates that additional focus needs to be given to develop Student Voice and Agency. Whilst student performance data is pleasing, feedback from students and staff is that there remains potential for increased student leadership of their own learning.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	By 2022 to have a mean score of 530 in NAPLAN numeracy at Year 5. By 2022 to have 57% of Year 5 students performing in the top two bands in NAPLAN. For ATSOS 2022 for students grade 4-6 to have a 85% positive endorsement in Differentiated Learning Challenges.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	1.To ensure four proficiencies (reasoning, problem-solving, fluency and understandings) are all emphasised in Numeracy planning from Foundation to Year 6. 2.To examine the school wide lesson structure in order to maximise opportunities for differentiation.
Outcomes	Leaders will – (Whole School) <ul style="list-style-type: none"> • Provide the opportunity for a collective understanding of effectively using data to inform differentiation • Facilitate classroom observations, modelling and professional learning to develop understandings in relation to differentiation and evidence based practice. • Work with PLC Leaders to ensure the four proficiencies are consistently embedded in planning throughout the school. • Ensure coherence between the classroom program and Tutor Learning Initiative (TLI) for students requiring support. Teachers will – (Classroom) <ul style="list-style-type: none"> • Use data to inform planning of the Numeracy program. • Address all four proficiencies equitably through Numeracy planning and classroom practice. • Develop their effectiveness in using evidence based practice through collaboration and quality professional learning. Students will – (Individual) <ul style="list-style-type: none"> • Develop confidence in all the four proficiencies in numeracy. • Articulate what they are learning, why they are learning and apply their learning to real life.

	<ul style="list-style-type: none"> Utilize feedback to set achievable learning goals. 			
Success Indicators	<p>At whole school level indicators of success will include:</p> <ol style="list-style-type: none"> 1. Collaborative planning enables implementation of differentiated program which addresses the four proficiencies. 2. Consistent implementation of an agreed lesson structure which enables differentiation. 3. Effective use of formative assessment to inform teaching practice. 4. NAPLAN item analysis demonstrates consistent student outcomes across all domains. <p>At individual and small group level indicators of success will include:</p> <ol style="list-style-type: none"> 1. Active participation in PLC data, planning and case study meetings. 2. Effective collaboration between SIT team members to ensure school wide consistency. 3. Increased staff commitment to peer observations and modelling. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Purchase of Top Ten Mathematics resource and professional learning in relation to its application	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$6,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Collaborative Planning - 100 minutes weekly	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Peer observations, coaching and mentoring in relation to lesson structure and implementation of an inquiry model in Numeracy.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	1. Provision of small group intervention for students requiring additional support including extension. (Tutor Learning Initiative, VHAP) 2. School Wide Implementation of the Respectful Relationships Program. 3. Community wide learning in relation to Trauma Informed Practice to ensure consistency and safety for all students and families.			
Outcomes	STUDENTS access curriculum at their point of need (including remediation and extension.)			

	<p>demonstrating learning from Respectful Relationships Program in their interactions. TEACHERS plan and implement a highly differentiated curriculum program, including discreet programs where necessary. TEACHERS model respectful interactions and tailor responses to individual to provide maximum support. TEACHERS use knowledge of Trauma Informed Practice to inform student management. LEADERS provide quality professional learning for staff. LEADERS provide adequate human and physical resources to enable program implementation. LEADERS develop a plan for educating the community in relation to Trauma Informed responses.</p>			
Success Indicators	<p>At whole school level indicators of success will include:</p> <ol style="list-style-type: none"> 1. Differentiated learning clearly evidence in all curriculum overviews, use of IEP for all students requiring support or extension. 2. Respectful Relationships program effectively implement school wide and integrated in curriculum overviews. 3. Teacher staff indicate confidence in managing identified students using Trauma Informed approaches. 4. DET survey (parent, staff, ATSOS) data indicates all members of the community feel a strong sense of inclusion and are treated with respect. <p>At individual and small group level indicators of success will include:</p> <ol style="list-style-type: none"> 1. Differentiated learning clearly evidenced in all teacher work programs. 2. Essential agreements in all learning areas support positive and respectful behaviour. 3. Behaviour Management plans for identified students are dynamic. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Respectful Relationships Training and collaboration with Partner School for Well being Leaders.	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Full implementation of the Tutor Learning Program and Victorian High Ability Program	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole Staff Professional Learning in relation to Trauma Informed Practice	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To develop student voice and agency in learning.			
12 Month Target 2.1	see below			

12 Month Target 2.2	To increase the percentage positive response on ATOS for student voice and agency from 64% to 90%.			
12 Month Target 2.3	By 2022 increase the percentage positive endorsement on the Staff survey for the teaching and learning modules from 77% to 85%.			
KIS 1 Empowering students and building school pride	Increase the student role in planning their learning program and evaluating achievement and progress.			
Actions	<ol style="list-style-type: none"> 1. Effective use of an Inquiry Model to amplify student voice. 2. Consistent use of success criteria and rubrics to support student agency across all curriculum areas. 3. Routine use of teacher feedback to enable authentic goal-setting. 			
Outcomes	<p>LEADERS will provide professional learning in relation to Inquiry Models. LEADERS will facilitate the collaborative development of success criteria and rubrics. LEADERS will provide models of the effective use of feedback through coaching and observation. TEACHERS will implement an inquiry model to facilitate student voice. TEACHERS will plan and implement success criteria and rubrics across all curriculum areas. TEACHERS will provide and seek feedback from students. STUDENTS will routinely develop confidence in using rubrics and success criteria. STUDENTS use feedback to set achievable disciplinary and trans-disciplinary goals.</p>			
Success Indicators	<ol style="list-style-type: none"> 1. Teaching Team have a shared understanding of Inquiry Models and how to apply them in the classroom. 2. Teaching Team actively participates in peer observation program. 3. Teachers indicate greater confidence in providing explicit feedback. 4. Students actively participate in the creation of success criteria and rubrics. 5. Students demonstrated increased agency through the effective use of success criteria and rubrics. 6. ATOS data for grade 5 & 6 shows an increase in positive endorsement for Student Voice and Agency variables. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning in relation to Inquiry Models and the High Impact Teaching Strategies - Feedback, to be incorporated into collaborative planning for all PLC teams.	<input checked="" type="checkbox"/> PLC Leaders <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 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$2,921.00	\$2,921.00	\$0.00
Disability Inclusion Tier 2 Funding	\$20,879.00	\$133,000.00	-\$112,121.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$23,800.00	\$135,921.00	-\$112,121.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Respectful Relationships Training and collaboration with Partner School for Well being Leaders.	\$10,000.00
Full implementation of the Tutor Learning Program and Victorian High Ability Program	\$120,000.00
Whole Staff Professional Learning in relation to Trauma Informed Practice	\$3,500.00
Totals	\$133,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Whole Staff Professional Learning in relation to Trauma Informed Practice	from: Term 2 to: Term 3	\$2,921.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$2,921.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Respectful Relationships Training and collaboration with Partner School for Well being Leaders.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend staff PL) • CRT (to attend school planning)
Full implementation of the Tutor Learning Program and Victorian High Ability Program	from: Term 1 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Inclusion Leader • Classroom Teacher
Whole Staff Professional Learning in relation to Trauma Informed Practice	from: Term 2 to: Term 3	\$3,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school

Totals		\$133,000.00	
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Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Purchase of Top Ten Mathematics resource and professional learning in relation to its application	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Peer observations, coaching and mentoring in relation to lesson structure and implementation of an inquiry model in Numeracy.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Respectful Relationships Training and collaboration with Partner School for Well being Leaders.	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	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"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relationships partner school.	<input checked="" type="checkbox"/> On-site
Whole Staff Professional Learning in relation to Trauma Informed Practice	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Berry Street, Family Life Organisation	<input checked="" type="checkbox"/> On-site

Professional Learning in relation to Inquiry Models and the High Impact Teaching Strategies - Feedback, to be incorporated into collaborative planning for all PLC teams.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
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