

2020 Annual Implementation Plan

for improving student outcomes

Yarraville Special Developmental School (5278)



YARRAVILLE

Special Developmental School

Submitted for review by Ashwini Sharma (School Principal) on 20 December, 2019 at 01:00 PM
Endorsed by John Stone (Senior Education Improvement Leader) on 15 January, 2020 at 01:25 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	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	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	The work that has been undertaken this year has helped the school move from emerging in most areas to now evolving. The school's leadership team has achieved excelling in strategic leadership.
Considerations for 2020	We will continue to prioritise building excellence in teaching and learning area to ensure sustainability of the strategies. Exploring and investing in See Saw and other ICT tools to improve student outcomes and strengthen home- school partnership will to be of a high priority as identified in the review process. As we continue to support the development of effective PLCs, we will focus on building teacher capacity to evaluate the impact on student learning through use of formative and summative assessments and in aiming to achieve consistency in the use of our instructional model across all classrooms and lessons.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve student learning outcomes in Literacy and Numeracy
Target 1.1	Every student will show learning growth within or beyond their individual ABLES level each year
Target 1.2	Staff Opinion Survey – Teaching and Learning Module positive endorsement - based on 2017 results To improve scores for Understand curriculum (70 per cent), Use data for curriculum planning (75 per cent) and Plan differentiated learning activities (81 per cent)
Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to differentiate learning tasks to meet student at point of need
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capacity to collaboratively analyse data, plan and measure impact on student learning
Key Improvement Strategy 1.c Building practice excellence	Embed the agreed whole school instructional model across the school

Goal 2	To improve student learning outcomes through effective use of Information, Communication and Technology (ICT)
Target 2.1	Parent opinion survey - based on 2017 results improve the scores for school communication (3rd quartile) and high expectations for success (2nd quartile) to the next quartile
Target 2.2	Staff opinion survey – based on 2017 results improve the score of parent and community involvement (79.6 per cent) and collective efficacy (66 per cent)
Target 2.3	FISO school self-assessment – based on 2018 assessment <ul style="list-style-type: none"> • improve Building practice excellence in the area of Professional learning from evolving to at least embedding • improve ‘The school has a culture of high expectations’ from evolving to at least embedding • improve ‘The school supports and fosters intellectual engagement’ from evolving to at least embedding
Target 2.4	improve upon benchmark data for student proficiency in communication (baseline data to be collected by the end of 2018)
Key Improvement Strategy 2.a Building practice excellence	Build teacher capacity in the use of effective ICT to meet the individual needs of students
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Investigate and implement ICT tools to strengthen parent engagement in their child’s learning
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Embed the use of the communication program across the school

Goal 3	To create a stimulating environment learning environment where students are engaged, motivated and have agency in their learning
Target 3.1	Staff Opinion Survey Teaching and Learning Implementation - based on positive endorsement in 2017 results <ul style="list-style-type: none"> • improve staff positive endorsement on "Using student feedback to improve practice" to increase by at least 10% from 68% • improve staff positive endorsement on "Promote student ownership of learning goals" to increase by 5% from 74%
Target 3.2	Student Attitudes to school survey - based on 2018 results <ul style="list-style-type: none"> • improve by at least 5%, the positive endorsement for Resilience (64 per cent), Learning confidence (55 per cent) and Student voice and agency (73 per cent)
Target 3.3	Parent opinion survey based on 2017 results <ul style="list-style-type: none"> • improve the scores for student agency and voice (3rd quartile) to the next quartile
Key Improvement Strategy 3.a Empowering students and building school pride	Broaden existing resources and structured programs to further empower students
Key Improvement Strategy 3.b Empowering students and building school pride	Develop a whole school approach to ensure the personal and social capabilities
Key Improvement Strategy 3.c Empowering students and building school pride	Build teacher knowledge of student voice and choice
Key Improvement Strategy 3.d Empowering students and building school pride	Develop a communication rich environment to encourage student voice and choice

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student learning outcomes in Literacy and Numeracy	Yes	Every student will show learning growth within or beyond their individual ABLES level each year	Over 70 % of students will show learning growth in Mathematics and English
		<p>Staff Opinion Survey – Teaching and Learning Module positive endorsement - based on 2017 results</p> <p>To improve scores for Understand curriculum (70 per cent), Use data for curriculum planning (75 per cent) and Plan differentiated learning activities (81 per cent)</p>	Teachers will deepen their understanding of student data and regularly analyse assessments as part of regular lesson planning and review.
To improve student learning outcomes through effective use of Information, Communication and Technology (ICT)	No	<p>Parent opinion survey - based on 2017 results</p> <p>improve the scores for school communication (3rd quartile) and high expectations for success (2nd quartile) to the next quartile</p>	
		<p>Staff opinion survey – based on 2017 results</p> <p>improve the score of parent and community involvement (79.6 per cent) and collective efficacy (66 per cent)</p>	

		<p>FISO school self-assessment – based on 2018 assessment</p> <ul style="list-style-type: none"> • improve Building practice excellence in the area of Professional learning from evolving to at least embedding • improve ‘The school has a culture of high expectations’ from evolving to at least embedding • improve ‘The school supports and fosters intellectual engagement’ from evolving to at least embedding 	
		<p>improve upon benchmark data for student proficiency in communication (baseline data to be collected by the end of 2018)</p>	
<p>To create a stimulating environment learning environment where students are engaged, motivated and have agency in their learning</p>	<p>Yes</p>	<p>Staff Opinion Survey Teaching and Learning Implementation - based on positive endorsement in 2017 results</p> <ul style="list-style-type: none"> • improve staff positive endorsement on "Using student feedback to improve practice" to increase by at least 10% from 68% • improve staff positive endorsement on "Promote student ownership of learning goals" to increase by 5% from 74% 	<p>To improve student engagement in learning.</p>
		<p>Student Attitudes to school survey - based on 2018 results</p> <ul style="list-style-type: none"> • improve by at least 5%, the positive endorsement for Resilience (64 per cent), Learning confidence (55 per cent) and Student voice and agency (73 per cent) 	<p>All students will have one priority goal that staff will support them in monitoring progress towards.</p>
		<p>Parent opinion survey based on 2017 results</p> <ul style="list-style-type: none"> • improve the scores for student agency and voice (3rd quartile) to the next quartile 	<p>Over 80 % of students will show learning growth in personal capabilities.</p>

Goal 1	To improve student learning outcomes in Literacy and Numeracy	
12 Month Target 1.1	Over 70 % of students will show learning growth in Mathematics and English	
12 Month Target 1.2	Teachers will deepen their understanding of student data and regularly analyse assessments as part of regular lesson planning and review.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to differentiate learning tasks to meet student at point of need	Yes
KIS 2 Curriculum planning and assessment	Build teacher capacity to collaboratively analyse data, plan and measure impact on student learning	Yes
KIS 3 Building practice excellence	Embed the agreed whole school instructional model across the school	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 still in EMERGING in two out of three areas in evaluating impact on learning. This is also an area that teachers have identified as needing improvement.	

Goal 2	To create a stimulating environment learning environment where students are engaged, motivated and have agency in their learning	
12 Month Target 2.1	To improve student engagement in learning.	
12 Month Target 2.2	All students will have one priority goal that staff will support them in monitoring progress towards.	
12 Month Target 2.3	Over 80 % of students will show learning growth in personal capabilities.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Broaden existing resources and structured programs to further empower students	Yes
KIS 2 Empowering students and building school pride	Develop a whole school approach to ensure the personal and social capabilities	Yes
KIS 3 Empowering students and building school pride	Build teacher knowledge of student voice and choice	Yes
KIS 4 Empowering students and building school pride	Develop a communication rich environment to encourage student voice and choice	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.	To support students to have agency in learning, it is crucial to have students with moderate to severe ID motivated and engaged in their learning. Our school is still emerging in the dimension of " Empowering students and building school pride" as 100 % of our students require high levels of support in the area of communicate. With such limitation in both receptive and expressive language, students require high levels of adaptations in tools to be able to communicate their views. Building teacher knowledge of student voice, choice and agency will ensure that consistent approaches are implemented across the school in empowering students.	

Define Actions, Outcomes and Activities

Goal 1	To improve student learning outcomes in Literacy and Numeracy
12 Month Target 1.1	Over 70 % of students will show learning growth in Mathematics and English
12 Month Target 1.2	Teachers will deepen their understanding of student data and regularly analyse assessments as part of regular lesson planning and review.
KIS 1 Building practice excellence	Build teacher capacity to differentiate learning tasks to meet student at point of need
Actions	Implement PLC practices with an emphasis on data literacy to drive student achievement PLT leaders build the capacity of teachers to use a range of formative assessment data to diagnose, plan and implement learning programs to meet students' learning needs Allocation of 20 minutes per day for self-selected reading in every classroom.
Outcomes	students will : receive feedback from teachers directly related to expected outcomes and learning intention on what they know and what they need to know have an understanding of what is expected of them as learners all students will achieve their literacy and numeracy goal Teachers will : identify assessment criteria and conditions for learning as part of termly planning for inquiry use Performance Based Assessments to assess student outcomes in English provide feedback from students directly related to expected outcomes and learning intention on what they know and what they need to know use assessment to identify priority goals in English and mathematics use ZPD venn diagram to share their practice use Du Fours Questions in their PLC Leaders will : implement learning walks and seek student feedback on their learning will attend PLT meetings 2-3 times a term

Success Indicators	<p>Students: 70 % of students will show learning growth in English and mathematics</p> <p>Teachers: Teachers will use performance based assessments to assess student growth and for moderation purposes 80% of teachers will show growth in "setting Goals" and "feedback" variables in the HITS survey 80% of the teachers will positively endorse the use of student feedback to improve practice"on staff Opinion survey(currently 70%)</p> <p>Leaders will: support staff through professional learning to deepen their understanding of formative assessment facilitate a PLT leaders program at school</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leaders build the capacity of PLT leaders to use assessment for both formative and summative purposes	<input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
A sharing protocol will be developed to allow teachers to report on student learning in terms of their ZPD and GRR in PLTs	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Employ an educational consultant to build practice excellence in using feedback to inform practice	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Learning walks will focus on teachers' seeking feedback from students about their learning	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide differentiated book tubs per classroom based on Victorian Curriculum levels A-2	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 2 Curriculum planning and assessment	Build teacher capacity to collaboratively analyse data, plan and measure impact on student learning
Actions	PLC leaders will implement PLC practices with an emphasis on data literacy to drive student achievement. PLC Leaders attend the PLC cluster forums PLC leaders participate in "Leading Curriculum and Assessment" module at BASTOW A Professional Learning Plan is developed to build staff capability in data literacy and using it to plan and measure impact on student learning through SIT, PLC and Teaching and Learning meetings.
Outcomes	Students: Students will receive feedback from teachers that are directly related to the expected outcomes or the learning focus. Teachers; Teachers will use a range of ongoing assessment data to diagnose learning needs of students and plan accordingly. PLT leaders work with their team to strengthen and develop moderation protocols for ABLES, Judgement Tool and PBAs to support consistent teacher judgement identify assessment criteria and conditions for learning as part of termly planning for inquiry use Performance Based Assessments to assess student outcomes in English Leaders: Leaders will provide professional learning opportunities for all teachers in data literacy and using it to plan and measure impact on student learning.
Success Indicators	% of students showing growth in reading and writing will increase by 3% (from 77 to 80) % of students showing growth in mathematic strand Number/Algebra and Measurement will be 70 % of teachers will be embedding practices

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leaders work in collaboration to develop moderation protocols	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$600.00 <input type="checkbox"/> Equity funding will be used
SIT meeting will focus on building capacity of PLC leaderrs to utilise data for both summative and formative purposes	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop staff skills to use formative assessments during PLTs, combined team meetings (SLA) and through PD such as skills view on Sess Saw.	<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
Teachers will practice challenging peers using "Cool Feedback " strategy as part of PLC protocol	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To create a stimulating environment learning environment where students are engaged, motivated and have agency in their learning
12 Month Target 2.1	To improve student engagement in learning.
12 Month Target 2.2	All students will have one priority goal that staff will support them in monitoring progress towards.
12 Month Target 2.3	Over 80 % of students will show learning growth in personal capabilities.
KIS 1 Empowering students and building school pride	Broaden existing resources and structured programs to further empower students
Actions	The Secondary Learning Area Leader builds capacity of all staff in SLA to implement projects with purpose. The Secondary Learning Area leader builds teacher capacity to use formative assessment to track students on a learning continuum. Middle level leaders build capacity of teachers to embed student voice and agency through Projects with Purpose (SLA) and Child Initiated Play (PLA). Leaders will facilitate Professional Learning for ES staff on "Student Empowerment"
Outcomes	Students will have a wider range of choice for programs and projects All students will have increased opportunities to make a choice in the programs like Child Initiated Play or Projects with Purpose All Students will have increased opportunities to reflect on their learning and provide feedback Teachers use inquiry learning to explicitly teach competencies of collaboration Teachers plan for student voice opportunities ES staff will have opportunities to discuss student voice, choice and agency in their weekly team meetings Allied Health Staff will explore and implement states of Regulation strategies in identified classrooms School leaders will participate in Communities of Practice to drive school improvement using student voice
Success Indicators	Students: ABLES data for Speaking and Listening to increase by 3% ABLES data for Personal Learning will be maintained at 90 % of students showing growth The variance in outcome data from ABLES and judgement tool in personal learning will decrease by 10 % Teachers: Staff Opinion Survey - there will be an increase in positive endorsement in Evaluation summary in the area of "use of student

	<p>feedback to improve practice"from ---- to ----- Expansion of programs and electives in SLA. Teachers will provide feedback to peers on student voice,choice and agency during peer observations. Leaders: Leaders will provide feedback to teachers re HITS Feedback during learning walks. Coaches will provide feedback to teachers or discuss student voice,choice and agency during coaching converastions.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Introduce a larger variety of hands on programs in the SLA and use formative assessment to track students on a lernaning continuum.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Build capacity of teachers to embed student voice and agency through Projects with Purpose (SLA) and Child Initiated Play (PLA).	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
At least one PD per term for ES staff focussing on "Student Empowerment."	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 2 Empowering students and building school pride	Develop a whole school approach to ensure the personal and social capabilities			
Actions	Implement Child Initiated Play in Primary Learning Area All students with a Behaviour Support Plan (BSP) will have at least one ILP goal aligned to the BSP. All students in PLA will have a visual display of their social goal accessible in all indoor learning environments. Students in SLA will be supported to monitor their priority CAPS goal across all Applied Learning environments			
Outcomes	Students in PLA will be supported to monitor their ILP goal in Social capabilities Students in SLA will be supported to monitor their ILP goal in Social capabilities			
Success Indicators	Students: 90 % of students will show growth in social and personal capabilities. 100% of students will achieve their personal and social capability goal on their ILP. Teachers: 90% of teachers will positively endorse "promote student ownership of learning goals" in the staff opinion survey. Leaders: Leaders will work in COP to promote student voice, choice and agency.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teachers are supported to embed student voice into their Performance and Development goals	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Increase AH hours for OT to develop whole class regulation initiative for PLA and Speech Therapist extended hours to support effective communication for all students.	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,755.00 <input checked="" type="checkbox"/> Equity funding will be used
Teacher support students to monitor their Social Capability goal.	<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

KIS 3 Empowering students and building school pride	Build teacher knowledge of student voice and choice			
Actions	Develop a matrix for student voice, choice and agency for various Learning Environments PLT leaders use amplify to design classroom structures that enable daily opportunity for students to provide feedback about their learning and engagement			
Outcomes	Staff will have a consistent understanding of student voice ,choice and agency. Students will have increased oportunities to reflect on their learning.			
Success Indicators	The Ables data for Speaking and Listening to improve by: 7.5 % improvement for students working at Level c and above (from 62.5% to 70 %) 4% improvemetn for students working at Level D and above (from 46%-50%)			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish Community of Practice (COP) within school to define what student voice, choice and agency looks like across various learning environments.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Lesson plans will include activites to reflect on student learning.	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$35,255.00	\$34,755.00
Additional Equity funding	\$11,000.00	\$10,000.00
Grand Total	\$46,255.00	\$44,755.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Leaders build the capacity of PLT leaders to use assessment for both formative and summative purposes	from: Term 1 to: Term 4		\$4,000.00	\$3,500.00
Employ an educational consultant to build practice excellence in using feedback to inform practice	from: Term 2 to: Term 2		\$6,000.00	\$6,000.00
Learning walks will focus on teachers' seeking feedback from students about their learning	from: Term 1 to: Term 4		\$1,000.00	\$1,000.00
Provide differentiated book tubs per classroom based on Victorian Curriculum levels A-2	from: Term 1 to: Term 4		\$1,000.00	\$1,000.00

Introduce a larger variety of hands on programs in the SLA and use formative assessment to track students on a learning continuum.	from: Term 1 to: Term 4		\$5,000.00	\$5,000.00
Build capacity of teachers to embed student voice and agency through Projects with Purpose (SLA) and Child Initiated Play (PLA).	from: Term 2 to: Term 4		\$5,000.00	\$5,000.00
At least one PD per term for ES staff focussing on "Student Empowerment."	from: Term 1 to: Term 4		\$1,500.00	\$1,500.00
Increase AH hours for OT to develop whole class regulation initiative for PLA and Speech Therapist extended hours to support effective communication for all students.	from: Term 1 to: Term 4		\$10,755.00	\$10,755.00
Establish Community of Practice (COP) within school to define what student voice, choice and agency looks like across various learning environments.	from: Term 1 to: Term 4		\$1,000.00	\$1,000.00
Totals			\$35,255.00	\$34,755.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide additional staff to work with students on tier 3 for behaviour support.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$11,000.00	\$10,000.00
Totals			\$11,000.00	\$10,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Leaders build the capacity of PLT leaders to use assessment for both formative and summative purposes	<input checked="" type="checkbox"/> Literacy Improvement Teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
A sharing protocol will be developed to allow teachers to report on student learning in terms of their ZPD and GRR in PLTs	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<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
Employ an educational consultant to build practice excellence in using feedback to inform practice	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Andrea Hillbrick	<input checked="" type="checkbox"/> On-site
Learning walks will focus on teachers' seeking feedback from students about their learning	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop staff skills to use formative assessments during PLTs, combined team meetings (SLA) and through PD such as skills view on Sess Saw.	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

At least one PD per term for ES staff focussing on "Student Empowerment."	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Increase AH hours for OT to develop whole class regulation initiative for PLA and Speech Therapist extended hours to support effective communication for all students.	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Establish Community of Practice (COP) within school to define what student voice, choice and agency looks like across various learning environments.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site