

2021 Annual Implementation Plan

for improving student outcomes

Bittern Primary School (3933)



Submitted for review by Margaret Dolan (School Principal) on 27 November, 2020 at 12:09 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

Bittern Primary School (3933)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
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Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding	2020: We are currently not using an Inquiry Cycle during PLT meetings; Staff do not currently reference the HITS during PLT's; Peer observation process is in its infancy stages and aspects occur informally; A formal process has not yet been established; Feedback protocols have not been established; Moderation occurs within PLC's but there has not been a consistent process established across the school; PD sessions are linked to teacher need only and not teacher need based on student data.
	Curriculum planning and assessment	Evolving	2020: Student data is not currently being used to effectively monitor and review the curriculum plan or assessment strategies; Teacher judgments across the school are not consistent; Formal student feedback is not currently being used to reflect on lessons or engagement.
	Evidence-based high-impact teaching strategies	Evolving	2020: Classroom observation process not established formally to enable discussion/focus on changes to classroom practice; HITS are currently not being referred to in PLT meetings.
	Evaluating impact on learning	Evolving moving towards Embedding	2020: Student and peer feedback processes need to be established and consistent across the school; Inquiry Cycle in PLT's needs to be formalized for data discussions to reflect adaptations to teacher practice and refining assessment and curriculum.

Professional leadership	Building leadership teams	Embedding	2020: Communicating to the wider school community about the schools vision, values, culture and improvement priorities by SIT members is not currently occurring; Coaching and mentoring is in its infancy currently. As a SIT we feel that the school is at the very beginning of Embedding.
	Instructional and shared leadership	Embedding	2020: Collection of data, analysis and use to measure impact of teaching and learning is not occurring 'routinely'; Networks and CoP are being established within our network for participation and attendance; Measurement of 'Impact' has not been formally established; BPS is at the very beginning of Embedding as a lot of these strategies are occurring informally and in pockets of the school.
	Strategic resource management	Evolving moving towards Embedding	2020: This year it has been difficult (due to COVID) to formally measure the 'Impact' of student outcomes and resourcing; Staff do not currently have individualized learning plans for PD; Induction process needs to be reviewed and adjusted accordingly and viewed in two different ways 1. grounds and facilities 2. curriculum approaches and BPS teaching approaches/ assessment whole school consistencies.
	Vision, values and culture	Embedding	2020: The schools vision and values are connected with the 'system' however, are not explicitly spoken about how they link to the 'system'; Classroom visits are informal and currently not formally agreed on mutually.

Positive climate for learning		Empowering students and building school pride	Evolving moving towards Embedding	2020: Student agency has commenced but is still in the development and infancy stage currently; Development of school pride through community events is an area needing data collection to measure effectiveness.
		Setting expectations and promoting inclusion	Embedding	2020: Teaching techniques have not been explicitly documented; Area multidisciplinary experts have not been engaged to complete annual assessment practices (what is this?).
		Health and wellbeing	Evolving	2020: Currently not ALL teachers understand or provide the emotional needs of their students; Planning of preventative wellbeing approaches for the local community is currently not evident; BPS need to focus on providing opportunities for students to engage with the wider school community.
		Intellectual engagement and self-awareness	Embedding	2020: Currently students do not engage with designing challenging inquiry based learning opportunities; Student evaluation practices need to be developed.

Community engagement in learning	Building communities	Evolving	2020: Community engagement evaluation tools needs to be designed accordingly.
	Global citizenship	Emerging moving towards Evolving	2020: Global citizenship is evident in the senior area of the school currently; When curriculum assessment occurs in 2021, Global Citizenship will be a focus across the school.
	Networks with schools, services and agencies	Evolving	2020: All areas in 'Embedding' need to be a focus; this relies on Networks within our network and SSS.
	Parents and carers as partners	Evolving moving towards Embedding	2020: Home study skills are not 'explicitly' taught; A range of forums for parent feedback need to be developed; Positive school promotion in the community by parents/carers is currently in its infancy stages.

Enter your reflective comments	<p>Quite a few areas we are at the beginning stages on Embedding, however we feel that we have done enough to move from Evolving.</p> <p>Comments throughout are focused on a 'deficit' so that we can pick up key areas of focus for the review and 2021 AIP. The refinement of the FISO Continua has made reflecting more simplified and refined and we feel that we will be able to focus on the key areas so that we can improve as a school. Its not as overwhelming and seems to be more achievable.</p>
Considerations for 2021	<p>Our school Review is at the beginning of Term 2 2021, (the first 2 weeks of the term). I am expecting that the new SSP and AIP will be completed by the end of Term 2 2021.</p> <p>Term 1 2021 will begin with our immersion program for the first two and a half weeks. which leaves 6 1/2 weeks for the remainder of the term and then all of Term 2 for the 'modified' 2021 AIP.</p>

Documents that support this plan

BPS 2020 AIP Mid AND End of Term Monitoring.docx (0.15 MB)

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	<p>Support for the 2021 Priorities by strategically planning and allocating relevant resources to ensure that the 3 KIS are implemented and met.</p> <p>Our School Review is at the beginning of Term 2 2021.</p> <p>The targets for the 3 KIS will be set for 6 months and built into the 2021 SSP if applicable and subsequent AIP's as required.</p>
Key Improvement Strategy 1.a Building practice excellence	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Empowering students and building school pride	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To increase the learning growth of every student in literacy and numeracy.
Target 2.1	Every student will demonstrate at least one year's learning growth each year.

	<p>An increase in the percentage of students demonstrating relative growth across NAPLAN data in Literacy [Writing & Reading] and Numeracy <i>to at or above state</i>.</p> <p>A reduction of students demonstrating low relative growth on NAPLAN data in literacy [Writing & Reading] and Numeracy.</p>
Key Improvement Strategy 2.a Building practice excellence	To build research based and consistent whole school agreed classroom teaching practices.
Goal 3	To build student engagement in and ownership of their learning.
Target 3.1	<p>Improve the following teaching and learning variables of the Attitudes to School Survey whilst maintaining the other variables.</p> <ul style="list-style-type: none"> • Stimulating learning • Learning Confidence • Student motivation <p>Reduce the difference between male and female as currently female results are higher.</p> <p>A reduction in student absence rates across the school.</p>
Key Improvement Strategy 3.a Empowering students and building school pride	To build teachers capacity to enable student voice by promoting student motivation and learning confidence through the consistent use of stimulating learning experiences.
Goal 4	To build student wellbeing and foster partnerships with parents/carers and the wider school community.

<p>Target 4.1</p>	<p>An increase in the Attitudes to School Survey data in the factor mean scores of;</p> <p>Student Relationships</p> <ul style="list-style-type: none"> • Classroom Behaviour • Student Safety <p>& Well-being</p> <ul style="list-style-type: none"> • Connectedness to peers • Learning Confidence <p>An increase in the parent Opinion Survey data in the factor mean scores of;</p> <p>School Climate</p> <ul style="list-style-type: none"> • School Improvement • Transitions • Behaviour management <p>& Student Behaviour</p>
<p>Key Improvement Strategy 4.a Building communities</p>	<p>To develop partnerships to support student health, well-being and achievement.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	<p>Support for the 2021 Priorities by strategically planning and allocating relevant resources to ensure that the 3 KIS are implemented and met.</p> <p>Our School Review is at the beginning of Term 2 2021.</p> <p>The targets for the 3 KIS will be set for 6 months and built into the 2021 SSP if applicable and subsequent AIP's as required.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>1(a) - For staff to identify students who have either fallen behind or thrived in their learning progress, due to COVID-19. For this cohort of students to achieve 6 months growth or greater according to teacher judgement and formative/summative assessment tools used in the tutoring program, by the end of Semester 1</p> <p>1(b) - From the 2021 Attitudes to School Survey (year 4-6); * For the proportion of students experiencing high levels of resilience to be greater than 80% * For the proportion of students showing depressive symptoms to be lower than 10%</p> <p>1(c) - For the 2021 Attitudes to School Survey (year 4-6 under Social Engagement) areas of School Connectedness to all be 85% or greater. - For the 2021 Parent Opinion Survey under the areas associated with Parent</p>

			Community Engagement Parent Participation and involvement to be overall 75% or greater and Teacher Communication to be overall 85% or greater.
To increase the learning growth of every student in literacy and numeracy.	No	<p>Every student will demonstrate at least one year's learning growth each year.</p> <p>An increase in the percentage of students demonstrating relative growth across NAPLAN data in Literacy [Writing & Reading] and Numeracy <i>to at or above state</i>.</p> <p>A reduction of students demonstrating low relative growth on NAPLAN data in literacy [Writing & Reading] and Numeracy.</p>	
To build student engagement in and ownership of their learning.	No	<p>Improve the following teaching and learning variables of the Attitudes to School Survey whilst maintaining the other variables.</p> <ul style="list-style-type: none"> • Stimulating learning • Learning Confidence • Student motivation <p>Reduce the difference between male and female as currently female results are higher.</p> <p>A reduction in student absence rates across the school.</p>	

<p>To build student wellbeing and foster partnerships with parents/carers and the wider school community.</p>	<p>No</p>	<p>An increase in the Attitudes to School Survey data in the factor mean scores of;</p> <p>Student Relationships</p> <ul style="list-style-type: none"> • Classroom Behaviour • Student Safety <p>& Well-being</p> <ul style="list-style-type: none"> • Connectedness to peers • Learning Confidence <p>An increase in the parent Opinion Survey data in the factor mean scores of;</p> <p>School Climate</p> <ul style="list-style-type: none"> • School Improvement • Transitions • Behaviour management <p>& Student Behaviour</p>	
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<p>Goal 1</p>	<p>2021 Priorities Goal</p>
<p>12 Month Target 1.1</p>	<p>1(a) - For staff to identify students who have either fallen behind or thrived in their learning progress, due to COVID-19. For this cohort of students to achieve 6 months growth or greater according to teacher judgement and formative/summative assessment tools used in the tutoring program, by the end of Semester 1</p>

	<p>1(b) - From the 2021 Attitudes to School Survey (year 4-6); * For the proportion of students experiencing high levels of resilience to be greater than 80% * For the proportion of students showing depressive symptoms to be lower than 10%</p> <p>1(c) - For the 2021 Attitudes to School Survey (year 4-6 under Social Engagement) areas of School Connectedness to all be 85% or greater. - For the 2021 Parent Opinion Survey under the areas associated with Parent Community Engagement Parent Participation and involvement to be overall 75% or greater and Teacher Communication to be overall 85% or greater.</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Learning, catch-up and extension priority Yes
KIS 2 Empowering students and building school pride	Happy, active and healthy kids priority Yes
KIS 3 Building communities	Connected schools priority Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>1(a) - For staff to identify students who have either fallen behind or thrived in their learning progress, due to COVID-19. For this cohort of students to achieve 6 months growth or greater according to teacher judgement and formative/summative assessment tools used in the tutoring program, by the end of Semester 1</p> <p>1(b) - From the 2021 Attitudes to School Survey (year 4-6); * For the proportion of students experiencing high levels of resilience to be greater than 80% * For the proportion of students showing depressive symptoms to be lower than 10%</p> <p>1(c) - For the 2021 Attitudes to School Survey (year 4-6 under Social Engagement) areas of School Connectedness to all be 85% or greater. - For the 2021 Parent Opinion Survey under the areas associated with Parent Community Engagement Parent Participation and involvement to be overall 75% or greater and Teacher Communication to be overall 85% or greater.</p>
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	<ol style="list-style-type: none"> 1. With staff input, establish a targeted support program for students (Tutoring program). 2. Establish/embed consistent approaches to formative and summative assessment practices.
Outcomes	<ol style="list-style-type: none"> 1. (1) Students in need of targeted academic support or intervention will be identified through the use of data and supported. 2. (1) Teachers will consistently implement the agreed summative assessment schedule. 2. (2) As a school, we will establish (consistency a focus) and embed agreed formative assessment practices within daily teaching.
Success Indicators	<ol style="list-style-type: none"> 1. (1) Identified students will engage in the Tutoring Program and show progress through the use of formative and summative assessment data. 2. (1) Teachers will input Summative data collected on Sentral by the due date.

	2. (2) Identify and implement the agreed formative assessment practices (consistency a focus) to be undertaken during daily teaching.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Classroom teachers to identify students at-risk academically by COVID-19 through the analysis of classroom and individual student data from end of 2020 for the Tutoring program in 2021. Monitor the student data and adjust groupings throughout Term 1 and 2 as required.	<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 2	\$40,367.00 <input type="checkbox"/> Equity funding will be used
Schedule and organize professional learning on formative and summative assessment collection, analyzing and responding.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Monitor student data throughout the 2021 school year to ensure Summative assessment results (from the assessment schedule) have been entered on Sentral.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
As a staff, identify agreed formative assessment practices that will be undertaken during daily teaching sessions.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Collect school wide data by conducting observations and learning walks to identify the 'take-up' of formative assessment professional learning strategies.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 2 Empowering students and building school pride	Happy, active and healthy kids priority			
Actions	<p>1. Strengthen the whole school approach to the RRRR's by including The Resilience Project (TRP) in teacher planning and preparation.</p> <p>2. Embed a consistent approach to routines by prioritising time in the school week for regular RRRR sessions.</p>			
Outcomes	<p>1. (1) Teachers will incorporate the RRRR's and TRP into their weekly/daily programs when planning units of work.</p> <p>2. (1) At-risk students will be identified and receive targeted support within their class and through allied health and mental health services where applicable. (2) Leaders will establish a whole school timetable for regular RRRR lessons to occur and teachers will plan and implement accordingly.</p>			
Success Indicators	<p>1. (1) Documentation of weekly/daily planners where the RRRR's and TRP are included and related student work samples.</p> <p>2. (1) Documentation and data used to identify at-risk students, weekly/daily RRRR's and TRP planning and data of allied and mental health services accessed by students/families. (2) Development of whole school timetable where the RRRR's and TRP are clearly identified as well as teacher planning documenting the strategies/activities used.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of resources for staff to access and share. These resources will be focused on the RRRR's and TRP.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional learning sessions for staff implementing the wellbeing and, social and emotional learning programs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00

				<input checked="" type="checkbox"/> Equity funding will be used
Include RRRR's and TRP links, readings, YouTube clips, resources etc... into the Newsletter for parental access and continued student support.	<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
Inform and maintain regular contact with parents/families if their child has been referred to allied and mental health services.	<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
Purchase access to Planbook for teaching staff to document their weekly/daily work program.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide professional development around Data Literacy for all staff.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	1. Embed a consistent school wide approach with the use of Seesaw (digital communication channel). 2. Develop and plan for increasing the engagement of parents/carers and community members/groups within our school community.			
Outcomes	1. For teachers to provide weekly updates (Photos, written or verbal) to parents on their child's learning and progress through Seesaw.			

	2. Parents/carers and community members/groups will feel welcome in the school and regularly engage in school activities and use school facilities.			
Success Indicators	1. Increased frequency of communication/interactions with parents/carers through Seesaw use. 2. Whole school survey results; Parent Opinion Survey and Attitudes to School Survey (years 4-6).			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement whole school surveys through the year as required.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Expand community access of school facilities through the school newsletter, social media and any information sessions.	<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
Update information flyers fortnightly at the Bittern Kinder for community availability.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Invite local community members, leaders, media to school open days/nights, assemblies and other school events such as the December school fete.	<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

Provide access for all staff to become administrators to the Bittern PS Facebook page and Instagram account so that content can be added and shared by staff within the social media community.	<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
Staff to develop an agreed and consistent expectations for weekly uploaded Seesaw content.	<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
Review, analyse and compare data sets from 2020 to 2021 in the Parents opinion survey and attitudes to school survey when it is available.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide multiple opportunities and platforms for parents/carers/families to provide feedback on school wide events (such as; survey monkey, FB posts, Inst. posts, Seesaw, verbal chats etc...).	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$42,000.00	\$42,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$42,000.00	\$42,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Schedule and organize professional learning on formative and summative assessment collection, analyzing and responding.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Monitor student data throughout the 2021 school year to ensure Summative assessment results (from the assessment schedule) have been entered on Sentral.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Collect school wide data by conducting observations and learning walks to identify the 'take-up' of formative assessment professional learning strategies.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00

Development of resources for staff to access and share. These resources will be focused on the RRRR's and TRP.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Professional learning sessions for staff implementing the wellbeing and, social and emotional learning programs.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Purchase access to Planbook for teaching staff to document their weekly/daily work program.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,500.00	\$1,500.00
Provide professional development around Data Literacy for all staff.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Update information flyers fortnightly at the Bittern Kinder for community availability.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$500.00	\$500.00
Totals			\$42,000.00	\$42,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Classroom teachers to identify students at-risk academically by COVID-19 through the analysis of classroom and individual student data from end of 2020 for the Tutoring program in 2021. Monitor the student data and adjust groupings throughout Term 1 and 2 as required.	<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 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Schedule and organize professional learning on formative and summative assessment collection, analyzing and responding.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<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"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
As a staff, identify agreed formative assessment practices that will be undertaken during daily teaching sessions.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Professional learning sessions for staff implementing the wellbeing and, social and emotional learning programs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	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"/> 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"/> Internal staff <input checked="" type="checkbox"/> External consultants The Resilience Project staff and online resources. <input checked="" type="checkbox"/> Departmental resources RRRR <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Provide professional development around Data Literacy for all staff.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site