

2020 Annual Implementation Plan

for improving student outcomes

Hazelwood North Primary School (2382)



Submitted for review by Paul Jorgensen (School Principal) on 06 December, 2019 at 02:59 PM
Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 19 December, 2019 at 12:20 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	Embedding moving towards Excelling
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving moving towards Embedding
Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Emerging moving towards Evolving
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	<p>Building community engagement has been a part of our SSP and has involved parents and staff in trying new initiatives to encourage parent involvement in our school. Our parents, many of whom work, find it difficult to participate in school activities however when we are able to put on activities where students are presenting (Student Expos), or performing (School Concerts) or representing our school at sporting events we seem to be able to get the most involvement. Using these activities to encourage parents into the school to witness students learning is the best way to engage parents. Our work on providing students with opportunities for goal setting and self regulating learning has taken us into developing a variety of checklists/rubrics and proficiency scales. one concern from teachers is that there may be too much in this area that sometimes students don't know what to focus on. There may be a need to prioritise what goal setting needs to take place and how much this is regularly checked in on with conferences between individual students and teachers. We have continued to develop the capabilities of our current school leaders but also provide avenues to develop other staff as leaders. this includes staff participating in Bastow leading literacy courses and Bastow Create, middle leaders course.</p>
Considerations for 2020	<p>Continuing to develop staff through Bastow leadership courses should be a priority to not only develop leadership skills and leadership potential but also to develop capacity and knowledge of staff across the school. Continued work on building practice excellence, particularly through the teaching of literacy and linking Reading, Writing and Spelling should be another area of work in 2020.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve student learning achievement and growth in English and Maths through the consistent use of agreed teaching approaches in all classrooms across the school
Target 1.1	<p>Targets (for improving student achievement, engagement and wellbeing) Student learning targets</p> <ul style="list-style-type: none"> · Relative Growth in Naplan Mean scores to be above the state mean for all areas from year 3 to year 5 · Percentage of students achieving High Learning Gain in Reading and Number to be above state benchmarks. · Number of students in top 2 bands in reading and number to be at 50% <p>Student learning growth to show one year growth based on the following assessments.</p> <p>Fountas & Pinnell and Pat R for Year 3-6 Reading</p> <p>Fountas & Pinnell and PM Benchmarking for Year F – 2 Reading</p> <p>Pat M for Years 3 – 6 Numeracy</p> <p>Numeracy Interview for Years F – 2 Numeracy</p> <p>Increasing number of students in top 2 bands in reading and number</p>
Key Improvement Strategy 1.a Curriculum planning and assessment	Build teacher proficiency in the use of the school's agreed instructional model for teaching, in particular the teaching of Reading.

Goal 2	Improve student learning achievement and growth in English and Maths through a whole school approach to the use of data and assessment in all classrooms across the school
Target 2.1	<p>Student learning targets -</p> <p>Relative Growth in Naplan Mean scores to be above the state mean for all areas from Year 3 to Year 5</p> <p>Percentage of students achieving High Learning Gain in Reading and Number to be above state benchmarks</p> <p>Number of students in top 2 bands in reading and number to be at 50%</p> <p>Student learning growth to show one year growth based on the following assessments.</p> <p>Fountas & Pinnell and Pat R tests for Year 3-6 Reading</p> <p>Fountas & Pinnell and PM Benchmarking for Year F – 2 Reading</p> <p>Pat M and Numeracy Interview for Years 3 – 6 Numeracy</p> <p>Numeracy Interview for Years F – 2 Numeracy</p>
Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher capacity to use assessment data to drive learning by improving data literacy. This will incorporate the use of data in Pat Reading and numeracy as well as using Fountas and Pinnell for Reading.
Goal 3	Actively build students' capacity to be self-directed learners and maximise opportunities for Intellectual engagement and to develop self-awareness
Target 3.1	<p>Student perception of school as reflected in Students Attitude To School Survey to be above state mean in:</p> <ul style="list-style-type: none"> · Environment (Student Relationships)

	<ul style="list-style-type: none"> · Wellbeing · Teaching and Learning
Key Improvement Strategy 3.a Empowering students and building school pride	Embed structures to empower students to self-monitor their own learning through ensuring the use of Learning Folders suit the needs of the children, and support teachers conferring with students.
Goal 4	Improve student learning achievement and growth in English and Maths through the consistent use of agreed teaching approaches in all classrooms across the school.
Target 4.1	Student Learning Targets Relative growth in NAPLAN mean scores to be above the state mean for Writing from Year 3 and Year 5. Percentage of students achieving High Learning Gain in Writing to be above state benchmarks. Number of students in top 2 bands in Writing to be at or above 50%
Key Improvement Strategy 4.a Building practice excellence	Link Writing, Spelling/Vocabulary and Reading practice through planned lessons that allow for teaching of Writing through engagement with quality reading texts.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Improve student learning achievement and growth in English and Maths through the consistent use of agreed teaching approaches in all classrooms across the school</p>	<p>Yes</p>	<p>Targets (for improving student achievement, engagement and wellbeing) Student learning targets</p> <ul style="list-style-type: none"> · Relative Growth in Naplan Mean scores to be above the state mean for all areas from year 3 to year 5 · Percentage of students achieving High Learning Gain in Reading and Number to be above state benchmarks. · Number of students in top 2 bands in reading and number to be at 50% <p>Student learning growth to show one year growth based on the following assessments.</p> <p>Fountas & Pinnell and Pat R for Year 3-6 Reading</p> <p>Fountas & Pinnell and PM Benchmarking for Year F – 2 Reading</p> <p>Pat M for Years 3 – 6 Numeracy</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Build teacher proficiency in the use of the school's agreed instructional model for teaching, in particular the teaching of Reading.</p> <p>What does an effective Reading lesson look like at HNPS?</p>

		<p>Numeracy Interview for Years F – 2 Numeracy</p> <p>Increasing number of students in top 2 bands in reading and number</p>	
<p>Improve student learning achievement and growth in English and Maths through a whole school approach to the use of data and assessment in all classrooms across the school</p>	<p>Yes</p>	<p>Student learning targets -</p> <p>Relative Growth in Naplan Mean scores to be above the state mean for all areas from Year 3 to Year 5</p> <p>Percentage of students achieving High Learning Gain in Reading and Number to be above state benchmarks</p> <p>Number of students in top 2 bands in reading and number to be at 50%</p> <p>Student learning growth to show one year growth based on the following assessments.</p> <p>Fountas & Pinnell and Pat R tests for Year 3-6 Reading</p> <p>Fountas & Pinnell and PM Benchmarking for Year F – 2 Reading</p> <p>Pat M and Numeracy Interview for Years 3 – 6 Numeracy</p> <p>Numeracy Interview for Years F – 2 Numeracy</p>	<p>A focus on improving the number of students in the top two bands in reading from 2019 levels with the aim of achieving at least 50% of students in the top two bands.</p>

<p>Actively build students' capacity to be self-directed learners and maximise opportunities for Intellectual engagement and to develop self-awareness</p>	<p>Yes</p>	<p>Student perception of school as reflected in Students Attitude To School Survey to be above state mean in:</p> <ul style="list-style-type: none"> · Environment (Student Relationships) · Wellbeing · Teaching and Learning 	<p>Continue to improve the effectiveness of the Student learning folders so that Student Attitude to School data shows above state mean in relevant areas.</p>
<p>Improve student learning achievement and growth in English and Maths through the consistent use of agreed teaching approaches in all classrooms across the school.</p>	<p>No</p>	<p>Student Learning Targets</p> <p>Relative growth in NAPLAN mean scores to be above the state mean for Writing from Year 3 and Year 5.</p> <p>Percentage of students achieving High Learning Gain in Writing to be above state benchmarks.</p> <p>Number of students in top 2 bands in Writing to be at or above 50%</p>	

Goal 1	Improve student learning achievement and growth in English and Maths through the consistent use of agreed teaching approaches in all classrooms across the school	
12 Month Target 1.1	Build teacher proficiency in the use of the school's agreed instructional model for teaching, in particular the teaching of Reading. What does an effective Reading lesson look like at HNPS?	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build teacher proficiency in the use of the school's agreed instructional model for teaching, in particular the teaching of Reading.	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.	Continuation from 2019 in developing capacity of staff to use the schools agreed instructional model (Gradual Release of Responsibility) particularly in Reading but also extending to other curriculum areas.	
Goal 2	Improve student learning achievement and growth in English and Maths through a whole school approach to the use of data and assessment in all classrooms across the school	
12 Month Target 2.1	A focus on improving the number of students in the top two bands in reading from 2019 levels with the aim of achieving at least 50% of students in the top two bands.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build teacher capacity to use assessment data to drive learning by improving data literacy. This will incorporate the use of data in Pat Reading and numeracy as well as using Fountas and Pinnell for Reading.	Yes

<p>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.</p>	<p>The need of teachers to better use data to inform planning for differentiation of lessons across all curriculum areas so as to ensure that students are able to continue to show growth, in particular to target the learning of students in the top two bands.</p>	
<p>Goal 3</p>	<p>Actively build students' capacity to be self-directed learners and maximise opportunities for Intellectual engagement and to develop self-awareness</p>	
<p>12 Month Target 3.1</p>	<p>Continue to improve the effectiveness of the Student learning folders so that Student Attitude to School data shows above state mean in relevant areas.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Embed structures to empower students to self-monitor their own learning through ensuring the use of Learning Folders suit the needs of the children, and support teachers conferring with students.</p>	<p>Yes</p>
<p>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.</p>	<p>We need to ensure that students actively engage in their individual goal setting and monitoring of their learning and to ensure that teachers are able to focus on the particular learning needs of each individual child.</p>	

Define Actions, Outcomes and Activities

Goal 1	Improve student learning achievement and growth in English and Maths through the consistent use of agreed teaching approaches in all classrooms across the school			
12 Month Target 1.1	Build teacher proficiency in the use of the school's agreed instructional model for teaching, in particular the teaching of Reading. What does an effective Reading lesson look like at HNPS?			
KIS 1 Curriculum planning and assessment	Build teacher proficiency in the use of the school's agreed instructional model for teaching, in particular the teaching of Reading.			
Actions	Continued access for staff to further develop the use of Gradual Release of Responsibility instructional model through observation and feedback using partners and Swivl videoing of lessons. These videos may also be used at PLT/PLC meetings for further discussion. Learning Specialist and Principal to also take a role in reviewing the progress of use of the instructional model across all classrooms.			
Outcomes	<p>Teachers Will: Use instructional model in the teaching of Reading but also extend the use to the teaching of other curriculum areas.</p> <p>Students will: Become familiar with the GRR process and respond to the various components in a positive way.</p> <p>Leaders Will: Ensure that opportunities exist for the continued learning and use of the GRR model for all staff. Ensure that the Observation and feedback of staff using video and Swivl is resourced.</p>			
Success Indicators	GRR model reflected in planning documents of all teachers. Students understanding the GRR model and acting appropriately throughout all stages of the model.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Staff meetings to be used to review progress and provide further learning in the use of the gradual Release of Responsibility model. Partners are formed to allow for viewing, observing and providing feedback on the use of the GRR. Time used at some PLT meetings to allow for further observation and feedback of teachers using the GRR model.</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Improve student learning achievement and growth in English and Maths through a whole school approach to the use of data and assessment in all classrooms across the school			
12 Month Target 2.1	A focus on improving the number of students in the top two bands in reading from 2019 levels with the aim of achieving at least 50% of students in the top two bands.			
KIS 1 Curriculum planning and assessment	Build teacher capacity to use assessment data to drive learning by improving data literacy. This will incorporate the use of data in Pat Reading and numeracy as well as using Fountas and Pinnell for Reading.			
Actions	Use of Learning Specialist to drive professional learning around the use of the existing school assessment tools to gather student data to support planning for differentiation within the teaching and learning in each classroom. Examine existing school assessments and develop explicit assessment calendar and linked team and whole school meeting calendar to examine resulting data Learning Specialist to support the PLT process of using data to inform teaching through learning of the PLC processes School leaders to co construct with staff agreed expectations regarding teacher planners. Use of DET data Coach to provide school based professional learning around existing DET data tools such as Panorama.			
Outcomes	Teachers Will: <ul style="list-style-type: none"> • Have an Improved understanding of the data currently available to them through existing school based assessment tools • Have collective understanding of how to use this assessment data to support lesson planning for a differentiated classroom so that individual learning needs are more targeted. • Teacher planners show links to school based assessments • Use of a range of data including Common Assessment Tasks, Fountas & Pinnell reading data, Pat Reading and Numeracy data and other related data sets to support teacher planning. Students Will: <ul style="list-style-type: none"> • Have targeted teaching to meet individual learning needs and to support student individual goals setting. • Teacher planners show links to school based assessments 			

	<p>Leaders Will:</p> <ul style="list-style-type: none"> • Lead school based professional learning initially based upon interpreting existing school based assessments, commencing with Reading then moving to how to build a whole school approach regarding effective planning for differentiation. • Support staff in attendance at Professional Learning opportunities to develop capabilities in data literacies and PLT/PLC procedures. This includes Bastow Courses, other Professional Learning opportunities as well as whole School and Team professional learning through School Closure/Curriculum days, Professional Practice Days or planning days. 			
Success Indicators	<p>Revised assessment schedule and meeting calendar to examine resulting data sets HNPS agreed approach to planning Common Assessment Tasks used on a regular basis by teachers as well as Pre and Post testing to determine planning of lessons. PLT/PLC processes used to focus on learning outcomes and use data to inform teaching. Learning growth of children to be at or above state benchmarks with at least 50% of students in the top two bands.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Attendance at Bastow Data Literacy course - Mark Atherton Learning Specialist - Jacinta Milner to develop capacity of staff around use of Common Assessment Tasks and PLC processes. Attendance at Bastow Leading Literacy Course - Matthew Berry and Rachelle Xuereb Attendance at Bastow CREATE course - Justine Morgan	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish a process to examine existing school assessments and their purpose and develop explicit assessment calendar and linked team and whole school meeting calendar to examine resulting data.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
School based professional learning around the use of the existing school assessment tools, what data they provide and how it can be used to inform planning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Workshops to introduce protocols and processes around PLC's to refine the schools existing PLT processes, of using data to inform teaching	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop agreed processes and possible planning template around teacher planners	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leadership to undertake an Inquiry around the teaching of Phonics through connections with the Yinnar, Churchill and Morwell Central CoP.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Access DET data Coach Nimah Johnson to provide school based professional leaning around existing DET data tools such as Panorama.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
All Teacher PDP's contain goal around the assessment schedule requirements for whole school examination of data and the explicit use of data to inform planning.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Actively build students' capacity to be self-directed learners and maximise opportunities for Intellectual engagement and to develop self-awareness			
12 Month Target 3.1	Continue to improve the effectiveness of the Student learning folders so that Student Attitude to School data shows above state mean in relevant areas.			

KIS 1 Empowering students and building school pride	Embed structures to empower students to self-monitor their own learning through ensuring the use of Learning Folders suit the needs of the children, and support teachers conferring with students.			
Actions	Engage with students to survey their attitudes to using the learning folders and their effectiveness for them as learners. This would include the areas they feel most helpful, the areas they feel least helpful and how the folders can be supported by teachers through conferencing. After student feedback on Learning Folders staff may need to revise current format and components of the Learning Folders. Staff will also need to look at how these folders are used, particularly how they are used during student conferences.			
Outcomes	<p>Teachers will: Survey students attitudes to the use of the Learning Folders. collectively discuss the use of the Learning Folders for conferencing.</p> <p>Students will: Reflect on the use of their Learning Folders and provide feedback on the important components for them. Use Learning Folders for individual goal setting and reflection on progress of learning.</p> <p>Leaders will: Ensure survey takes place early Term one to allow for adjustments if necessary to be made during Term one.</p>			
Success Indicators	<p>Learning folders effectively used in all classrooms by students for individual goal setting.</p> <p>Learning folders used by staff during conferences with children to support student reflection and goal setting.</p> <p>Improved learning growth and outcomes based on the use of individual goal setting in Learning Folders.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Survey completed by students early Term one with resulting data assessed by staff at whole school PLC	<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
Refine whole school approach to the number of student learning goals, regular monitoring/conferencing processes with staff	<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	\$5,000.00	\$5,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$5,000.00	\$5,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Attendance at Bastow Data Literacy course - Mark Atherton Learning Specialist - Jacinta Milner to develop capacity of staff around use of Common Assessment Tasks and PLC processes. Attendance at Bastow Leading Literacy Course - Matthew Berry and Rachelle Xuereb Attendance at Bastow CREATE course - Justine Morgan	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Totals			\$5,000.00	\$5,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	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
<p>Attendance at Bastow Data Literacy course - Mark Atherton</p> <p>Learning Specialist - Jacinta Milner to develop capacity of staff around use of Common Assessment Tasks and PLC processes.</p> <p>Attendance at Bastow Leading Literacy Course - Matthew Berry and Rachelle Xuereb</p> <p>Attendance at Bastow CREATE course - Justine Morgan</p>	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> Off-site Bastow Courses
<p>Establish a process to examine existing school assessments and their purpose and develop explicit assessment calendar and linked team and whole school meeting calendar to examine resulting data.</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<p>School based professional learning around the use of the existing school assessment tools, what data they provide and how it can be used to inform planning</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Workshops to introduce protocols and processes around PLC's to refine the schools existing PLT processes, of using data to inform teaching	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Leadership to undertake an Inquiry around the teaching of Phonics through connections with the Yinnar, Churchill and Morwell Central CoP.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Visits to schools and organised meetings at various schools.
Access DET data Coach Nimah Johnson to provide school based professional leaning around existing DET data tools such as Panorama.	<input checked="" type="checkbox"/> Principal	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"/> Departmental resources DET data coach	<input checked="" type="checkbox"/> On-site