2022 Annual Implementation Plan

for improving student outcomes

Poowong Consolidated School (6245)

Submitted for review by Cate McKenzie (School Principal) on 10 December, 2021 at 11:54 AM
Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 21 December, 2021 at 10:30 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

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

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

Enter your reflective comments	Teachers and ES alike at PCS invest heavily in all students, providing positive role models and investment in the development of behaviour and IEP plans to support students. Our PLT process, staff meetings and workshops support teachers to reflect on and implement a range of current learning and behaviour strategies to support students. Goal setting workshops have assisted teachers to develop a consistency in approach, sharing ideas and best practice. We have scaffolded teacher learning well throughout the past three years and our meeting schedules continue to reflect the layer-upon-layer approach so that staff can make connections between learning, as well as opportunities for professional reflection and coaching to support this. Despite COVID, our school has continued to thrive, with student AtoSS results

	showing stability in high engagement across all years surveyed. Our staff worked hard to provide appropriate work throughout the ins and outs of remote learning, and changed and adapted their approach based on the needs of families. Whilst 2021 was another challenging year, staff continued to support one another, and build on our growth culture. Our School Review highlighted the significant work we have done, and continue to do to make PCS the best it can be for our children.
Considerations for 2022	Our new Strategic Plan highlights the need for our school to really hone in on our Writing as a focus moving forward. In 2022 we will be focusing on connecting our work around the secretarial aspects of writing (VCOP) and making further connections with the authorial aspect of writing (writers notebooks, 6+1 Traits). Our planned work around Challenging Learning will support staff to provide a challenging curriculum and extend our top end students. In this, teachers will need to work on their understanding and practice around differentiation, goal setting and questioning and feedback. We also need to revisit Mathematical mindsets and open-ended questions in maths to embed this. Mentor Texts for staff for 2022 will include 6+1 Traits of Writing and Embedded Formative Assessment.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve learning outcomes for all students.
Target 2.1	NAPLAN – Top 2 bands By 2024, the percentage of students measured in the Top 2 bands of NAPLAN will increase to; • Year 3 Reading from 50 per cent (2019*) to 60 per cent • Year 5 Reading from 44 per cent (2019) to 50 per cent • Year 3 Writing from 58 per cent (2019) to 60 per cent • Year 5 Writing from 4 per cent (2019) to 25 per cent • Year 3 Numeracy from 23 percent (2019) to 40 percent • Year 5 Numeracy from 21 percent (2019) to 30 percent. *Note – 2020 benchmark data was not available as NAPLAN did not occur in 2020 due to COVID-19.

Target 2.2	NAPLAN – maintaining Top 2 Bands By 2024, the percentage of student maintaining Top 2 Bands Year 3 to Year 5 in NAPLAN will increase to; • Reading from 70 per cent (2019*) to 80 per cent • Writing from 0 per cent (2019) to 35 per cent • Numeracy from 57 percent (2019) to 80 percent. 1.2b Students by disadvantage status (equity funded) • Writing from 0 per cent (2019) to 20 per cent • Numeracy from 50 per cent (2019) to 60 per cent. *Note – 2020 benchmark data was not available as NAPLAN did not occur in 2020 due to COVID-19.
Target 2.3	Teacher Judgement By 2024, the percentage of Prep to Year 6 students achieving at or above expected growth within 12 months as measured by teacher judgments will increase to; • Reading and viewing from 79 per cent (2019*) to 90 per cent • Writing from 72 per cent (2019) to 90 per cent • Number and Algebra from 74 per cent (2019) to 90 per cent. *Note – the 2019 benchmark was based on semester 2 2018 to semester 2 2019 growth

Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Strengthen teacher capability by embedding research and evidence-based, high-impact teaching and learning strategies to impact student learning growth positively.
Key Improvement Strategy 2.b Building practice excellence	Embed the agreed Professional Learning Teams (PLTs) inquiry cycle to effectively monitor and improve student learning outcomes.
Key Improvement Strategy 2.c Building practice excellence	Build staff capabilities in using and analysing data and assessment strategies to effectively inform teaching and learning at student point of need.
Goal 3	Improve student engagement in their learning.
Target 3.1	Attendance By 2024, decrease the percentage of students with 20 or more absent days from 24 per cent (2019) to 15 per cent.
Target 3.2	Parent Opinion Survey (POS) By 2024, the participation and positive percentage endorsement will improve in the following factors; • Teacher communication from 80 per cent (2019) to 90 per cent • Student voice and agency from 77 per cent (2019) to 85 per cent • Effective teaching from 80 per cent (2019) to 85 per cent • Increase response rate from 80 per cent (2019) to 90 per cent.
Target 3.3	Staff Opinion Survey (SOS)

	By 2024, the positive percentage endorsement will improve in following factors; • Trust in student and parents from 76 per cent (2019) to 80 per cent • Academic emphasis from 73 per cent (2019) to 75 per cent • Understanding how to analyses data from 64 per cent (2019) to 70 per cent • Promote student ownership of learning goals from 73 per cent (2019) to 80 per cent.
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Build staff capabilities to differentiate teaching and learning for student point of need.
Key Improvement Strategy 3.b Empowering students and building school pride	Develop and implement a whole school approach to student agency.
Key Improvement Strategy 3.c Empowering students and building school pride	Building teachers' capability to facilitate personalised student goal-setting through each cycle of learning.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	To increase positive responses in the AtoSS for Emotional Awareness & Regulation from 92% to 95% by the end of the 2022 school year. To Increase Trust in Students and Parents, as shown in responses to the Staff Survey from 75% to 80% in the 2022 staff survey. To maintain 100% endorsement of parents around the School Ethos and Environment.
Improve learning outcomes for all students.	Yes	NAPLAN – Top 2 bands By 2024, the percentage of students measured in the Top 2 bands of NAPLAN will increase to; • Year 3 Reading from 50 per cent (2019*) to 60 per cent	To increase the number of students in Year 5 Writing performing in the Top 2 Bands from 4% to 10% in 2022 NAPLAN.

| | | • Year 5 Reading from 44 per cent (2019) to 50 per cent
• Year 3 Writing from 58 per cent (2019) to 60 per cent
• Year 5 Writing from 4 per cent (2019) to 25 per cent
• Year 3 Numeracy from 23 percent (2019) to 40 percent
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| | | NAPLAN – maintaining Top 2 Bands

By 2024, the percentage of student maintaining Top 2 Bands Year 3 to Year 5 in NAPLAN will increase to;

• Reading from 70 per cent (2019*) to 80 per cent
• Writing from 0 per cent (2019) to 35 per cent
• Numeracy from 57 percent (2019) to 80 percent.

1.2b Students by disadvantage status (equity funded)

• Writing from 0 per cent (2019) to 20 per cent
• Numeracy from 50 per cent (2019) to 60 per cent. | To increase the number of students (equity funded) performing in the top 2 bands in Writing from 0$ to 5% in 2022 NAPLAN. |

		*Note – 2020 benchmark data was not available as NAPLAN did not occur in 2020 due to COVID-19.	
		Teacher Judgement By 2024, the percentage of Prep to Year 6 students achieving at or above expected growth within 12 months as measured by teacher judgments will increase to; • Reading and viewing from 79 per cent (2019*) to 90 per cent • Writing from 72 per cent (2019) to 90 per cent • Number and Algebra from 74 per cent (2019) to 90 per cent. *Note – the 2019 benchmark was based on semester 2 2018 to semester 2 2019 growth	To increase the number of students judged, by teacher judgement, as achieving at or above expected growth from 72% in 2019 to 75% in 2022 in semester 2 teacher judgement results against the Victorian Curriclum.
Improve student engagement in their learning.	No	Attendance By 2024, decrease the percentage of students with 20 or more absent days from 24 per cent (2019) to 15 per cent.	
		Parent Opinion Survey (POS)	

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12 Month Target 1.1	To increase positive responses in the AtoSS for Emotional Awareness & Regulation from 92% to 95% by the end of the 2022 school year. To Increase Trust in Students and Parents, as shown in responses to the Staff Survey from 75% to 80% in the 2022 staff survey. To maintain 100% endorsement of parents around the School Ethos and Environment.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	Improve learning outcomes for all students.	
12 Month Target 2.1	To increase the number of students in Year 5 Writing performing in the Top 2 Bands from 4% to 10% in 2022 NAPLAN.	
12 Month Target 2.2	To increase the number of students (equity funded) performing in the top 2 bands in Writing from 0$ to 5% in 2022 NAPLAN.	

12 Month Target 2.3	To increase the number of students judged, by teacher judgement, as achieving at or above expected growth from 72% in 2019 to 75% in 2022 in semester 2 teacher judgement results against the Victorian Curriclum.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Strengthen teacher capability by embedding research and evidence-based, high-impact teaching and learning strategies to impact student learning growth positively.	Yes
KIS 2 Building practice excellence	Embed the agreed Professional Learning Teams (PLTs) inquiry cycle to effectively monitor and improve student learning outcomes.	No
KIS 3 Building practice excellence	Build staff capabilities in using and analysing data and assessment strategies to effectively inform teaching and learning at student point of need.	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.	Writing has been selected as a major focus of our new School Strategic Plan after our School Review in Term 1 of this year. Our school based data suggests that we are growing our lower and middle students, however we are not growing our top end students at the same rate. There is a need to look at challenging learning strategies and equity of support. Teachers have always set an "at level" target to get all students to, rather than seeing that students are on a continuum of learning and should be showing continual growth. This therefore supports their focus on the bottom-end students, knowing that the top-end students have already achieved benchmark. We, as a school, need to challenge this and look at equity in teacher focus, planning and challenge for student learning.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Review impact and further develop the Tutor Learning program at PCS. Develop data literacy to determine and inform understanding of student learning needs and identify students requiring additional support. Introduce PLCs as part of the PLC pilot in 2022 to further develop PL impact. Strengthen the school-wide approach to communication with parents/carers, with a focus on communicating how individual learning needs are being identified and supported at PCS.
Outcomes	Students will be taught at individual point of need. Teachers will confidently and accurately identify student learning needs of all of their students. PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessment, teacher practice and intervention strategies. Teachers and leaders will establish intervention/ small group tutoring programs, based on growth data.
Success Indicators	Student feedback on differentiation Classroom observations and learning walks Essential Assessment growth data Data walls indicating student progress and triangulation of data sets Progress against Individual Education Plans

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employment of a TLI tutor	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$39,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Whole school engagement with the PLC pilot	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Identification of students to refer to CASEA program	☑ Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

				to: Term 2	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Plan how whole school professional learning on chosen areas will be implemented and revisited throughout the year, including to notice and respond to signs of student distress and trauma Support students to re-engage through the arts, including music, dance, drama and visual arts. Build staff capacity to collect, analyse and respond to student wellbeing data. Students with emerging or acute wellbeing needs identified and referred appropriately.
Outcomes	Teachers will incorporate trauma informed practices in classes and in planning units of work. At-risk students will be identified and receive targeted support in a timely manner. Students will have strong relationships will peers/staff. Relevant teachers and leaders will establish a preventative monitoring program including a referrals process for support.
Success Indicators	Attitudes to school survey Classroom and peer observations Internal PD for staff Attendance data Student pre and post support surveys

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**

Employ a teacher with Cognitive Behaviour Therapy training to support teacher understanding of ILPs and strategies to support students post COVID	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 3 to: Term 4	$15,300.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Internal PD around trauma informed practices and identifying emerging wellbeing concerns	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Utilise the Wellbeing tracker on Sentral for all teacher concerns	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

	☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Improve learning outcomes for all students.
12 Month Target 2.1	To increase the number of students in Year 5 Writing performing in the Top 2 Bands from 4% to 10% in 2022 NAPLAN.
12 Month Target 2.2	To increase the number of students (equity funded) performing in the top 2 bands in Writing from 0$ to 5% in 2022 NAPLAN.
12 Month Target 2.3	To increase the number of students judged, by teacher judgement, as achieving at or above expected growth from 72% in 2019 to 75% in 2022 in semester 2 teacher judgement results against the Victorian Curriclum.
KIS 1 Evidence-based high-impact teaching strategies	Strengthen teacher capability by embedding research and evidence-based, high-impact teaching and learning strategies to impact student learning growth positively.
Actions	Establish whole school agreements around Writing. Establish whole school agreements around differentiation. Consolidate current work around goal setting and feedback.
Outcomes	Student feedback on differentiation. Student feedback on their understanding of the Learning Pit. Teacher's formative assessment data and summative judgements against the curriculum Classroom walkthroughs demonstrating a challenging learning environment. Staff engagement with new PDP process and principal coaching. NAPLAN results in Writing show an increase in the number of students in the top two bands. Student, staff and parent perception survey results.

Success Indicators	Essential Assessments- May and November NAPLAN- May PAT testing- November On-Demand Testing- May and November Moderated Writing Samples- 5 weekly Triangulated Data Spreadsheets- June and December				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Purchase and distribute the mentor text "6+1 Traits of Writing" and develop a schedule of reading discussion groups	☑ All Staff ☑ Curriculum Co-ordinator (s)	☑ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage the services of George Telford and "Challenging Learning"	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$13,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Review the use of Writer's Notebooks	☑ All Staff ☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase mentor text "Embedded Formative Assessment"- one for each teaching staff member	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 2 to: Term 2	$500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review work around Maths Mindsets	☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 3	$0.00

			to: Term 3	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Introduction of new PDP process to include Principal Coaching of staff around curriculum knowledge and student growth- 1 hour per fortnight	☑ PLC Leaders ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$6,728.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$19,723.00	$19,723.00	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$13,500.00	$13,500.00	$0.00
Total	**$33,223.00**	**$33,223.00**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Employ a teacher with Cognitive Behaviour Therapy training to support teacher understanding of ILPs and strategies to support students post COVID	$15,300.00
Internal PD around trauma informed practices and identifying emerging wellbeing concerns	$0.00
Utilise the Wellbeing tracker on Sentral for all teacher concerns	$0.00
Engage the services of George Telford and "Challenging Learning"	$13,000.00
Introduction of new PDP process to include Principal Coaching of staff around curriculum knowledge and student growth- 1 hour per fortnight	$6,728.00
Totals	**$35,028.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Engage the services of George Telford and "Challenging Learning"	from: Term 1 to: Term 4	$13,000.00	☑ Professional development (excluding CRT costs and new FTE)
Introduction of new PDP process to include Principal Coaching of staff around curriculum knowledge and student growth- 1 hour per fortnight	from: Term 1 to: Term 4	$6,723.00	☑ Teaching and learning programs and resources ☑ CRT
Totals		$19,723.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category

Employ a teacher with Cognitive Behaviour Therapy training to support teacher understanding of ILPs and strategies to support students post COVID	from: Term 3 to: Term 4	$13,500.00	☑ Tier 1/Category: Social and emotional learning and mental health literacy
			
			This activity will use Mental Health Menu staffing
			  o Additional teacher
			    Teacher with Masters in Cognitive Behaviour Therapy

Internal PD around trauma informed practices and identifying emerging wellbeing concerns	from: Term 1 to: Term 4	$0.00	☑ Tier 1/Category: Whole school approach to positive mental health
			
			This activity will use Mental Health Menu programs
			    o Positive education
			          SSSO

Utilise the Wellbeing tracker on Sentral for all teacher concerns	from: Term 1 to: Term 4	$0.00	☑ Tier 1/Category: Social and emotional learning and mental health literacy **This activity will use Foundation Resources (DET Funded initiatives or other free resources)** o Resilience, Rights and Respectful Relationships Teaching Resources
Totals		**$13,500.00**	

Additional Funding Planner – Total Budget

Activities and Milestones	**Budget**
Totals	$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	**When**	**Funding allocated ($)**	**Category**

Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole school engagement with the PLC pilot	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site
Purchase and distribute the mentor text "6+1 Traits of Writing" and develop a schedule of reading discussion groups	☑ All Staff ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Engage the services of George Telford and "Challenging Learning"	☑ Principal	from: Term 1 to: Term 4	☑ Curriculum development ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ School improvement partnerships ☑ Internal staff	☑ On-site
Introduction of new PDP process to include Principal Coaching of staff around curriculum knowledge and student growth- 1 hour per fortnight	☑ PLC Leaders ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site