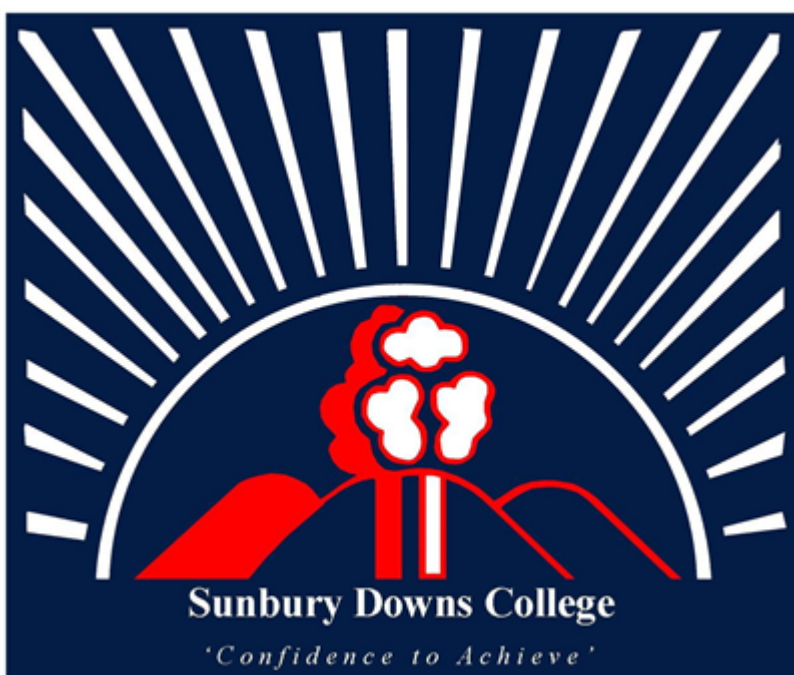


2019 Annual Implementation Plan

for improving student outcomes

Sunbury Downs Secondary College (8723)



Submitted for review by Maria Oddo (School Principal) on 22 January, 2019 at 03:37 PM

Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 03 March, 2019 at 05:30 PM

Endorsed by Carleen Bramley (School Council President) on 26 March, 2019 at 11:05 AM

Self-evaluation Summary - 2019

	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	Emerging moving towards Evolving
		Curriculum planning and assessment	Emerging moving towards Evolving
		Evidence-based high-impact teaching strategies	Emerging
		Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership		Building leadership teams	Evolving
		Instructional and shared leadership	Emerging moving towards Evolving
		Strategic resource management	Embedding
		Vision, values and culture	Emerging moving towards Evolving

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

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

Enter your reflective comments	Whilst the change in the continuum from 2017 to 2018 is limited, the year has been one of preparation and training in the key initiatives of SWPB and also PLCs. Staff changes and student enrolment numbers has taken away from the delivery of the core work. However the consultation, involvement of staff and our direction is on track. The timetable changes, unexpected staff changes were managed well. The observations culture is building, understanding of school values and also our work with new staff has been good. The College introduced and implemented Learning Tasks. This has required a shift in how secondary teachers work and been challenging throughout the year. We have also engaged in student voice/agency and sought good feedback on STASS and also individual teachers. This has been powerful. Feedback has been identified as an issue in this implementation. We have now identified that the timing and quality of feedback is an area of focus in the future. Our involvement in CoPs, implementation of Respectful Relationships, training for SWPB and also our PLC pilot were areas of success. We have maintained our high standards with VCE results and also managed the capital works projects that will begin in 2019. Stakeholder management has been important work leading up to the infrastructure changes.
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	Student Services team has been well inducted. The mental health concerns of students and growing number of incidents has been a focus as well.
Considerations for 2019	Implementation of SWPBS is to continue. The use of student voice/agency is needed as is the use of College values and how they are shared with the community. The PLCs structure is implemented with Middle Managers trained as instructional leaders. Whole school Literacy and Numeracy to be investigated. Vocab to be a focus in PLCs. Update our instructional model-remove HOIST and also update the use of rubrics with developmental rubrics. Observations other than learning walks to be investigated.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Embed a culture of collegiate interaction, mentoring, coaching and growth including open classrooms so as to provide team teaching, observations, and feedback
Target 1.1	Teaching staff engaged in targeted professional development centred on SMART goals outlined in their PDPs measured by their documentation in the PDP portal Improvement in skill and knowledge provided in feedback evidence documented in PDP portal Staff provided opportunities to shadow and work with experienced and high performing peers as listed in PDP documentation At least one Learning Walk implemented in each semester All teaching staff are effectively implementing the Victorian Curriculum including EAL to support the ISP program, evidenced by the reporting and assessment program Assessment data –at least 85-95% of students achieving C or better at the end of semester report for Maths, English and Science (teacher judgements)
Key Improvement Strategy 1.a Building practice excellence	To implement a PLC structure across Domains to create team based inquiry learning for teachers
Goal 2	Improve student learning with the use of an explicit instructional model, a shared understanding of data to inform teaching, curriculum design, assessment and quality feedback
Target 2.1	Relative growth to increase in the medium and high categories in band 7-8 and more closely match state bands for literacy and numeracy in Year 9 Pathways destination data improvements with 10-15 % increases to tertiary studies Teacher judgements to more closely match external assessment e.g. NAPLAN and VCE To decrease the % of students operating below expected level in Years 7-10

	To lift the top 20 % of students, particularly in the mainstream curriculum Maintain and improve VCE results to be at State levels which includes • study scores to be at 28-30 • % above 40 to be at or above 4- 8% • ATAR scores of 60 and under to be 30-45 % of cohort • 60-70% of VCE studies to be at State mean • VCE pass rate at 85-95% • VCAL completion rate to be at or above 80-90% • VET success rate to be at or above 75-85% • Students that have engaged in early commencement to have subject study scores above 70% • Indicative Grades at Year 12 to more closely match final exam results with 80% of scores to be one grade higher or lower than indicative
Key Improvement Strategy 2.a Building practice excellence	To review and update the HOIST instructional model in line with DET pedagogical model
Goal 3	Improve student achievement and attain consistent learning growth with a focus on literacy and numeracy learning outcomes for all students
Target 3.1	Literacy and Numeracy strategies are evidenced in teacher PDP Triad, peer and Learning Walks observation evidenced in the PDP process Teaching staff use student assessment data in their Domain planning of CIA to improve student achievement NAPLAN data shows growth of more than one year per year of teaching between year 7-9 Numeracy trend data year 7-9 increases in the mid and high range VCE study score mean for English is better than state

	VCE student score mean for Further Mathematics, Methods and Specialist are at or above state
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Implement the PLC structure to build teacher capacity to explicitly teach vocab across Domains
Goal 4	Implement an Engagement and Wellbeing framework and policy that establishes a rights and responsibilities culture
Target 4.1	Student attitudes to school opinion data in the following: • classroom behaviour • student safety • student morale • school connectedness • stimulating learning • teacher effectiveness • teacher empathy for 7-12 year levels to be at, or above state mean. All funded students have individual learning plans and PSG meetings to provide a review and update of learning needs and assessment which is reflected in the documented reporting program
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Introduce and implement School Wide Positive Behaviours Initiative

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Embed a culture of collegiate interaction, mentoring, coaching and growth including open classrooms so as to provide team teaching, observations, and feedback	No	Teaching staff engaged in targeted professional development centred on SMART goals outlined in their PDPs measured by their documentation in the PDP portal Improvement in skill and knowledge provided in feedback evidence documented in PDP portal Staff provided opportunities to shadow and work with experienced and high performing peers as listed in PDP documentation At least one Learning Walk implemented in each semester All teaching staff are effectively implementing the Victorian Curriculum including EAL to support the ISP program, evidenced by the reporting and assessment program Assessment data –at least 85-95% of students achieving C or better at the end of semester report for Maths, English and Science (teacher judgements)	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student learning with the use of an explicit instructional model, a shared understanding of data to inform teaching, curriculum design, assessment and quality feedback	No	Relative growth to increase in the medium and high categories in band 7-8 and more closely match state bands for literacy and numeracy in Year 9 Pathways destination data improvements with 10-15 % increases to tertiary studies Teacher judgements to more closely match external assessment e.g. NAPLAN and VCE	

		To decrease the % of students operating below expected level in Years 7-10 To lift the top 20 % of students, particularly in the mainstream curriculum Maintain and improve VCE results to be at State levels which includes ● study scores to be at 28-30 ● % above 40 to be at or above 4- 8% ● ATAR scores of 60 and under to be 30-45 % of cohort ● 60-70% of VCE studies to be at State mean ● VCE pass rate at 85-95% ● VCAL completion rate to be at or above 80-90% ● VET success rate to be at or above 75-85% ● Students that have engaged in early commencement to have subject study scores above 70% ● Indicative Grades at Year 12 to more closely match final exam results with 80% of scores to be one grade higher or lower than indicative	
Improve student achievement and attain consistent learning growth with a focus on literacy and numeracy learning outcomes for all students	Yes	Literacy and Numeracy strategies are evidenced in teacher PDP Triad, peer and Learning Walks observation evidenced in the PDP process Teaching staff use student assessment data in their Domain planning of CIA to improve student achievement NAPLAN data shows growth of more than one year per year of teaching between year 7-9 Numeracy trend data year 7-9 increases in the mid and high range VCE study score mean for English is better than state	Target Achievement (Reading) Year 9 Top 2 bands from 17 % to be above 22% Target (Reading) Year 7-9 % of Target students with high or medium leaning gains Move the number of students in the low to medium band from 67% to 57% Target Achievement (Numeracy)-target % of students with high or medium gains Years 7-9 move the number of students in high or medium learning gain in Numeracy from 67% to 77% % of students in Top two bands (Year 9) from 14% to over 25% Numeracy trend data year 7-9 increases in the mid and high range

		VCE student score mean for Further Mathematics, Methods and Specialist are at or above state	Literacy trend data year 7-9 increases in the mid and high range
Implement an Engagement and Wellbeing framework and policy that establishes a rights and responsibilities culture	Yes	Student attitudes to school opinion data in the following: • classroom behaviour • student safety • student morale • school connectedness • stimulating learning • teacher effectiveness • teacher empathy for 7-12 year levels to be at, or above state mean. All funded students have individual learning plans and PSG meetings to provide a review and update of learning needs and assessment which is reflected in the documented reporting program	Positive improvements to Student Attitudes to School Survey data % positive endorsement in stimulated learning (Years 7-12) from very low to low 40% to 50% % positive endorsement in sense of confidence (Years 7-12) from low to medium 56% to 66% % positive endorsement in managing bullying from very low to low 41% to 51% Classroom Behavior overall from 49% to 59% Stimulating Learning overall from 41% to 51 % Teacher concern overall from 35% to 45% Student connectedness overall from 34% to 44%

Goal 1	Improve student achievement and attain consistent learning growth with a focus on literacy and numeracy learning outcomes for all students
12 Month Target 1.1	Target Achievement (Reading) Year 9 Top 2 bands from 17 % to be above 22% Target (Reading) Year 7-9 % of Target students with high or medium leaning gains Move the number of students in the low to medium band from 67% to 57% Target Achievement (Numeracy)-target % of students with high or medium gains Years 7-9 move the number of students in high or medium learning gain in Numeracy from 67% to 77% % of students in Top two bands (Year 9) from 14% to over 25%

	Numeracy trend data year 7-9 increases in the mid and high range Literacy trend data year 7-9 increases in the mid and high range	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Implement the PLC structure to build teacher capacity to explicitly teach vocab across Domains	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.	This KIS has emerged from our work in the PLC initiative. It is also informed by assessment data, NAPLAN and VCE. The target of literacy skills and knowledge improvement whole school centred on vocab from the PLC pilot project in 2018. The success of explicitly teaching vocab in a Maths unit and analysing the data of this inquiry has provided a platform for this whole school focus. In the self evaluation the College is emerging to evolving in building practice excellence and in particular with teachers being challenged. The 2018 NAPLAN results again have trends in literacy of below state benchmarks. The SSP targets have not been met and will be reviewed in 2019. This initiative should translate to improvements in reading and writing especially at Year 9. PLC The PLC structure will provide teams to work with an inquiry model, data and evidence to inform their teaching. The structure will also build on middle managers and establish team and co learning. The culture of teachers working in teams is improving. The PLC structure will provide a framework and understanding of team based work and learning. it will also provide an increase in professional learning and collaboration. The self evaluation shows limited team planning that is formalised. The PLC structure will provide a meeting time for targeted work in teams that will lead to how teachers teach particular units and also use of vocab. The issues that will require attention is part time staff involvement and also staff in multiple Domains having access to inquiry in each area. The issues requiring attention involve whole school professional learning. The details about how best to unpack the explicit teaching of vocab, use of Learning Specialists and also regional. expert support to provide PLCs an understanding of how to unpack subject specific vocab. The consistency of application and also staff learning growth and capacity needs to be considered.	
Goal 2	Implement an Engagement and Wellbeing framework and policy that establishes a rights and responsibilities culture	
12 Month Target 2.1	Positive improvements to Student Attitudes to School Survey data % positive endorsement in stimulated learning (Years 7-12) from very low to low 40% to 50% % positive endorsement in sense of confidence (Years 7-12) from low to medium 56% to 66% % positive endorsement in managing bullying from very low to low 41% to 51% Classroom Behavior overall from 49% to 59%	

	Stimulating Learning overall from 41% to 51 % Teacher concern overall from 35% to 45% Student connectedness overall from 34% to 44%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Introduce and implement School Wide Positive Behaviours Initiative	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.	These key improvement strategies are from the work that began in 2018. The implementation teams for both SWPB and PLC have been trained and work with stakeholders in both KIS has begun. It is the next level of work for its full implementation. SWPB The introduction of SWPB will address data sets in the SATSS and also POS. In particular the students opinion about teacher concern. The SOS has shown an improvement in relation to peer observations and professional learning however collective efficacy, collaborative planning and trust remain low. The self evaluation shows that the values need to be clearer and also setting expectations and promoting inclusion is at the emerging stage. in 2019 we need to build the SWPBS matrix and also have student agency in this process. Issues of having updated Student Engagement and Wellbeing, Attendance and Uniform policies is needed.	

Define Actions, Outcomes and Activities

Goal 1	Improve student achievement and attain consistent learning growth with a focus on literacy and numeracy learning outcomes for all students
12 Month Target 1.1	Target Achievement (Reading) Year 9 Top 2 bands from 17 % to be above 22% Target (Reading) Year 7-9 % of Target students with high or medium leaning gains Move the number of students in the low to medium band from 67% to 57% Target Achievement (Numeracy)-target % of students with high or medium gains Years 7-9 move the number of students in high or medium learning gain in Numeracy from 67% to 77% % of students in Top two bands (Year 9) from 14% to over 25% Numeracy trend data year 7-9 increases in the mid and high range Literacy trend data year 7-9 increases in the mid and high range
KIS 1 Evidence-based high-impact teaching strategies	Implement the PLC structure to build teacher capacity to explicitly teach vocab across Domains
Actions	Review Strategic Plan and undertake a review to write the new Strategic Plan Update key policies in teaching and learning and professional learning STUDENTS WILL Will observe teachers observing in learning walks and peer observations Provide timely feedback during learning walks and also give teacher feedback using surveys Take part in assessments related to vocab TEACHERS WILL Participate in PLCs in Domains and focus on vocab Analyse data Explicitly teach subject specific vocab Use assessment tools to determine learning growth Update unit outlines and incorporate vocab specific explicit teaching Moderate assessment to evaluate explicit teaching of vocab Participate in Professional Learning -Literacy LEADERS WILL Participate in PLCs in Domains Be instructional leaders and train PLC instructional leaders

	Model practice and communicate expectations Clarify processes and practices to establish consistency
Outcomes	STUDENTS WILL Experience vocab explicit teaching Demonstrate knowledge of subject specific vocab in assessments (one unit in each Domain each semester) Achieve learning growth in each unit where vocab is explicitly taught TEACHERS WILL Be in a PLC team each term Co learn in PLCs in Domains and focus on vocab explicit teaching Analyse data to inform unit outline and teaching pedagogy Explicitly teach subject specific vocab Use assessment tools to determine learning growth of vocab attainment Use Compass Learning Tasks to provide timely feedback Update unit outlines and incorporate vocab specific explicit teaching Moderate assessment LEADERS WILL Participate in PLCs Be instructional leaders and train PLC instructional leaders to facilitate the PLC structure Model practice and communicate expectations Monitor PLC work and clarify processes and practices to establish consistency Source appropriate Professional Learning Present PL to staff in areas around PLC, Literacy and Vocab teaching
Success Indicators	The success of this initiative will be measured in a range of ways. Each PLC will have data as part of their inquiry work. This data would measure the success of explicit teaching of vocab and also engagement in units delivered. PLCs will present to Domains and also staff as required. Each PLC will demonstrate their work and success Whole school data sets which include the School Performance Report, Panorama, ATSS and SOS would also be used. School Performance Report will impact on Achievement in Reading Achievement in Reading will show improvement from renew to stretch % of students in Top two bands in Year 9 to move from medium to high % of students with high or medium relative learning gain (Years 7 to 9) from low to medium Student Attitude should also have a positive trend for stimulated learning Years 7-12. An increase from transform to renew and very low to low The Student Attitude to School Survey results will also be evidence of success. In particular Learning Confidence overall 56% to 66% Stimulated Learning from 41 % to 51%

	The data from SOS should see some positive trends as well. Instructional Leadership of 55 to move to 65 Time to share pedagogical content knowledge should move upwards from 50 to 60 Understand how to analyse data to move fro 50 to 60			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Add PLC to meeting structure	☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☐ Equity funding will be used
Explicit teaching of vocabulary ~ professional learning	☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$20,000.00 ☒ Equity funding will be used
Whole School Literacy PL	☒ Learning Specialist(s) ☒ Teacher(s) ☒ Teaching and Learning Coordinator	☒ PLP Priority	from: Term 2 to: Term 3	\$20,000.00 ☒ Equity funding will be used
Train PLC instructional leaders	☒ KLA Leader ☒ Leadership Team ☒ PLC Leaders ☒ Staff Development Coordinator	☒ PLP Priority	from: Term 1 to: Term 4	\$5,000.00 ☐ Equity funding will be used

Appoint Literacy Learning Specialist	☒ Learning Specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$40,000.00 ☒ Equity funding will be used
Appoint Learning Specialist Data	☒ Learning Specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$40,000.00 ☒ Equity funding will be used
Appoint Numeracy Learning Specialist	☒ Learning Specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$40,000.00 ☒ Equity funding will be used
Goal 2	Implement an Engagement and Wellbeing framework and policy that establishes a rights and responsibilities culture			
12 Month Target 2.1	Positive improvements to Student Attitudes to School Survey data % positive endorsement in stimulated learning (Years 7-12) from very low to low 40% to 50% % positive endorsement in sense of confidence (Years 7-12) from low to medium 56% to 66% % positive endorsement in managing bullying from very low to low 41% to 51% Classroom Behavior overall from 49% to 59% Stimulating Learning overall from 41% to 51 % Teacher concern overall from 35% to 45% Student connectedness overall from 34% to 44%			
KIS 1 Setting expectations and promoting inclusion	Introduce and implement School Wide Positive Behaviours Initiative			
Actions	Review Strategic Plan and undertake a review to write the new Strategic Plan Update key policies in Uniform, Attendance and Engagement and Wellbeing STUDENTS WILL			

	Participate in forums to provide input into the SDC matrix Be familiar with the hierarchy of consequences and follow College expectations Be presented/awarded College Values Bookmarks Identify and follow classroom, in school yard and community expectations TEACHERS WILL Understand the continua of SWPBS and Identify minor and major behaviours Establish a prevention mindset which includes acknowledgement and recognition Use the SWPBS teaching expectations in a consistent manner Understand and implement the action, strategies and consequences matrix Participate in the implementation team and professional learning LEADERS WILL Participate in the implementation team Lead staff group workshops in staff meetings and professional learning Model practice and communicate expectations Clarify processes and practices to establish consistency
Outcomes	STUDENTS WILL Demonstrate understandings of the hierarchy of consequences and follow College expectations Demonstrate the expected College values behaviours in class, outside class and in the community TEACHERS WILL Participate in creating a culture of SWPBS Ensure restorative measures are used with challenging students Establish a prevention mindset which includes acknowledgement and recognition Use the SWPBS teaching expectations in a consistent manner LEADERS WILL Reinforce/Explain policies and agreed practices Model practice and communicate expectations Clarify processes and practices to establish consistency
Success Indicators	There are a number of ways for success to be measured. To ensure that student agency is included the success of Student Forums is required. Student Forums will be held to seek input into the matrix, provide feedback on implementation of SWPBS and review SATSS data The SATSS should show an improvement in the following: Effective teacher time from 53% to 63% Self regulation and goal setting from 55% to 65% Student voice and agency from 31% to 41% The staff completed a SWPBS survey in Term 3 2018. A follow up survey needs to be completed in the implementation year. It

	should show an improvement in Term 3 2019. The completion of the matrix and also consequences diagram will be a measurement of the success of the implementation journey. The consistent use of common language and also implementation will be a determinant of success. The SOS would also provide success indicators. Improvement Shifts to collective efficacy and responsibility are expected. Collective efficacy 60 to 70 Collective responsibility 68 to 78 Improvements to the School Performance Report are also anticipated with a shift from transform for school climate to renew. The change should be maintained.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
SWPBS professional learning sessions which includes staff meetings	☒ All Staff ☒ Assistant Principal ☒ Principal ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$20,000.00 ☒ Equity funding will be used
Student Forums to be held to implement matrix and minor/major behaviours	☒ Student(s) ☒ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 2	\$10,000.00 ☐ Equity funding will be used
Create SWPBS matrix with consultation with staff, students and parents	☒ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 2	\$10,000.00 ☒ Equity funding will be used
SWPBS implementation team training, planning, school visits and CoP	☒ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	\$20,000.00

				☒ Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$210,000.00	\$210,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$210,000.00	\$210,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Explicit teaching of vocabulary ~ professional learning	from: Term 1 to: Term 4	☒ School-based staffing ☒ CRT ☒ Assets	\$20,000.00	\$20,000.00
Whole School Literacy PL	from: Term 2 to: Term 3	☒ Professional development (excluding CRT costs and new FTE) ☒ CRT	\$20,000.00	\$20,000.00
Appoint Literacy Learning Specialist	from: Term 1 to: Term 4	☒ Other HR -Learning Specialist higher duties	\$40,000.00	\$40,000.00
Appoint Learning Specialist Data	from: Term 1 to: Term 4	☒ Other HR-Learning Specialist appointed	\$40,000.00	\$40,000.00

Appoint Numeracy Learning Specialist	from: Term 1 to: Term 4	☒ Other HR -Learning Specialist higher duties	\$40,000.00	\$40,000.00
SWPBS professional learning sessions which includes staff meetings	from: Term 1 to: Term 4	☒ School-based staffing ☒ Professional development (excluding CRT costs and new FTE)	\$20,000.00	\$20,000.00
Create SWPBS matrix with consultation with staff, students and parents	from: Term 1 to: Term 2	☒ CRT	\$10,000.00	\$10,000.00
SWPBS implementation team training, planning, school visits and CoP	from: Term 1 to: Term 4	☒ Professional development (excluding CRT costs and new FTE) ☒ CRT	\$20,000.00	\$20,000.00
Totals			\$210,000.00	\$210,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	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
Add PLC to meeting structure	☒ Teacher(s)	from: Term 1 to: Term 4	☒ Collaborative Inquiry/Action Research team ☒ Curriculum development ☒ Formalised PLC/PLTs	☒ Formal School Meeting / Internal Professional Learning Sessions	☒ PLC Initiative	☒ On-site
Explicit teaching of vocabulary ~ professional learning	☒ Teacher(s)	from: Term 1 to: Term 4	☒ Design of formative assessments ☒ Curriculum development ☒ Demonstration lessons	☒ PLC/PLT Meeting	☒ PLC Initiative ☒ Internal staff ☒ Learning Specialist ☒ Literacy Leaders	☒ On-site
Whole School Literacy PL	☒ Learning Specialist(s) ☒ Teacher(s) ☒ Teaching and Learning Coordinator	from: Term 2 to: Term 3	☒ Planning ☒ Preparation ☒ Curriculum development	☒ Whole School Pupil Free Day ☒ Formal School Meeting / Internal Professional Learning Sessions	☒ Literacy expertise ☒ Internal staff ☒ Bastow program/course ☒ Learning Specialist ☒ Literacy Leaders	☒ On-site
Train PLC instructional leaders	☒ KLA Leader ☒ Leadership Team ☒ PLC Leaders	from: Term 1 to: Term 4	☒ Formalised PLC/PLTs	☒ Timetabled Planning Day	☒ PLC Initiative ☒ Internal staff	☒ On-site

	☒ Staff Development Coordinator					
Appoint Literacy Learning Specialist	☒ Learning Specialist(s)	from: Term 1 to: Term 4	☒ Collaborative Inquiry/Action Research team ☒ Peer observation including feedback and reflection	☒ Formal School Meeting / Internal Professional Learning Sessions	☒ Learning Specialist ☒ Literacy Leaders	☒ On-site
Appoint Learning Specialist Data	☒ Learning Specialist(s)	from: Term 1 to: Term 4	☒ Peer observation including feedback and reflection	☒ Formal School Meeting / Internal Professional Learning Sessions	☒ Learning Specialist	☒ On-site
Appoint Numeracy Learning Specialist	☒ Learning Specialist(s)	from: Term 1 to: Term 4	☒ Peer observation including feedback and reflection	☒ Formal School Meeting / Internal Professional Learning Sessions	☒ Learning Specialist	☒ On-site
SWPBS professional learning sessions which includes staff meetings	☒ All Staff ☒ Assistant Principal ☒ Principal ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Peer observation including feedback and reflection ☒ Demonstration lessons	☒ Whole School Pupil Free Day ☒ Formal School Meeting / Internal Professional Learning Sessions ☒ Communities of Practice	☒ SEIL ☒ Departmental resources SWPBS training team	☒ On-site