

2019 Annual Implementation Plan

for improving student outcomes

Brunswick South Primary School (2743)



Brunswick South
PRIMARY SCHOOL
imparare insieme ♦ creare insieme ♦ vivere insieme

Submitted for review by Trevor Strolla (School Principal) on 25 February, 2019 at 01:50 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 25 February, 2019 at 01:55 PM
Endorsed by Gabrielle Marchetti (School Council President) on 08 March, 2019 at 03:55 PM

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

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

Enter your reflective comments	<p>2018 was a period of new focus for BSPS. After a priority review in 2017 we began work on a new School Strategic Plan with three clear areas of focus for the next four years; optimising student learning and learning growth, building intellectual engagement and self awareness and for staff, parents and students to be active participants in our whole school learning community.</p> <p>A new Learning Specialist, alongside the introduction of a vertical curriculum Professional Learning Community structure, supported alignment of our school vertically and built 'experts' in Literacy, Numeracy and Engagement and Wellbeing. The focus of this work was to develop improved consistency in high quality teaching practices across the school and to further build the capacity of middle leaders.</p> <p>Feedback through the year and at the end highlighted the vast amount of work undertaken but allowed us to set about structures to further focus the work in 2019. This was identified through staff opinion data and local surveys.</p>
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<p>Considerations for 2019</p>	<p>The data collected from 2018 recognised the shift in direction for the school and how existing practices were being refined. As identified by NAPLAN and Teacher Judgement Data the school will further refine this focus in refine our work into two clear areas; learning and learning growth and intellectual engagement and self awareness. With a focus on Writing and Numeracy the improvement efforts in 2019 will be further focused and targeted through Professional Learning Communities (PLCs)</p>
<p>Documents that support this plan</p>	<p>2018 Role Description - Learning Specialist.pdf (0.4 MB) BSPS Behaviour Tiers Management.docx (0.02 MB) BSPS Instructional Model 2018.pdf (0.73 MB) BSPS PLC Inquiry_Agenda.docx (0.04 MB) Classroom Observation_How to poster.pdf (0.81 MB) Data Wall Presentation T2.pptx (2.64 MB) GROWTH Coaching Questions.pdf (0.41 MB) Learning Walk - 12 T3.docx (0.39 MB) Learning Walk - 34 T3.docx (0.39 MB) Learning Walk - 56 T3.docx (0.39 MB) Learning Walk - Foundation T3.docx (0.39 MB) Learning Walks_How to poster.pdf (0.85 MB) MathSampleProgram_Topic_Annotated.pdf (0.19 MB) Observation Protocols_eg.pdf (6.19 MB) Observation_Peer-obs_Notes.docx (0.39 MB) Observation_Post-ob_convo.docx (0.39 MB) Observation_Teachers_Feedback_Guidelines.pdf (0.03 MB) T3 HITS Differentiation Presentation.pptx (1.08 MB) T3 HITS Group Task.pptx (0.62 MB) T3 HITS Notes.docx (0.02 MB) T3_Your class.docx (0.01 MB) Term 4 Professional Learning Schedule 2018.docx (0.04 MB)</p>

SSP Goals Targets and KIS

Goal 1	To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy
Target 1.1	<p>Writing Growth Year 5:</p> <ul style="list-style-type: none"> - Decrease students achieving low growth from 18% to 10% - Increase students achieving high growth from 38% to 54% <p>Writing Achievement Year 3:</p> <ul style="list-style-type: none"> - Increase students in top two bands from an average of 48% to 60% average <p>Writing Achievement Year 5</p> <ul style="list-style-type: none"> - Increase students in top two bands from 20% to 35% <p>Numeracy Year 5:</p> <ul style="list-style-type: none"> - Increase students achieving high growth from 35% average to 42% average - Decrease students achieving low growth from 15% average to 10% average <p>Achievement Year 3 Numeracy:</p> <ul style="list-style-type: none"> - Increase students in the top two bands from 45% average to 60% average <p>Numeracy Achievement Year 5:</p> <ul style="list-style-type: none"> - Increase students in the top two bands from 56% to 65%
Key Improvement Strategy 1.a Building practice excellence	Implement Professional Learning Communities
Key Improvement Strategy 1.b Building leadership teams	Further build the capacity of the school leadership team
Goal 2	To foster intellectual engagement and self-awareness consistently in all learning areas across the school

<p>Target 2.1</p>	<p>Attitudes to School</p> <p>Self regulation and goal setting Year 4 – 90% increase to 95% average Year 5 – 78% increase to 90% average Year 6 – 59% increase to 75% average Average 86% for self regulation and goal setting for Years 4-6</p> <p>Differentiated learning challenge Year 4 – 80% increase to 90% average Year 5 – 57% increase to 70% average Year 6 – 46% increase to 60% average Average 73% for Differentiated learning challenge for Years 4-6</p> <p>Parent Opinion</p> <p>Effective teaching practice for cognitive engagement 2017 – 76% positive endorsement increase to 85%</p> <p>Student agency and voice 2017 – 79% to 85%</p> <p>Stimulating learning environment 2017 – 84% to 91%</p> <p>School Staff Survey</p> <p>Guaranteed and viable curriculum 2017 - 74% to 82% average over 4 years (all staff) Academic emphasis – 2017 - 72% to 82% average over 4 years</p>
<p>Key Improvement Strategy 2.a Intellectual engagement and self-awareness</p>	<p>To embed learner agency and student voice to ensure active student engagement in learning and a positive school climate (KIS)</p>

Goal 3	All staff, students and parents see themselves as active participants in our school learning community.
Target 3.1	<p>Attitudes to School:</p> <p>Sense of inclusion 2017 - 74% to 85%</p> <p>Sense of connectedness 2017 – 69% to 80%</p> <p>Parent Opinion Survey</p> <p>I understand how my child is assessed 2017 – 52% to 70%</p> <p>Parent participation and involvement 2017 – 72% to 82% average over 4 years</p> <p>This school has a strong relationship with the local community 2017 52% to 70%</p> <p>Teacher Communication 2017 – 60% to 80% average over 4 years</p> <p>School Staff Survey</p> <p>Parent and Community Involvement 2017 – 67% to 80%</p> <p>Professional Learning 2017 – 71% to 81%</p>
Key Improvement Strategy 3.a Building communities	Strengthening partnerships at all levels of the organisation to achieve continuous improvement (KIS)

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy</p>	<p>Yes</p>	<p>Writing Growth Year 5:</p> <ul style="list-style-type: none"> - Decrease students achieving low growth from 18% to 10% - Increase students achieving high growth from 38% to 54% <p>Writing Achievement Year 3:</p> <ul style="list-style-type: none"> - Increase students in top two bands from an average of 48% to 60% average <p>Writing Achievement Year 5</p> <ul style="list-style-type: none"> - Increase students in top two bands from 20% to 35% <p>Numeracy Year 5:</p> <ul style="list-style-type: none"> - Increase students achieving high growth from 35% average to 42% average - Decrease students achieving low growth from 15% average to 10% average <p>Achievement Year 3 Numeracy:</p> <ul style="list-style-type: none"> - Increase students in the top two bands from 45% average to 60% average <p>Numeracy Achievement Year 5:</p> <ul style="list-style-type: none"> - Increase students in the top two bands from 56% to 65% 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Priority:</p> <p>Writing Year 5:</p> <ul style="list-style-type: none"> - Decrease students achieving low growth from 33% in 2018 to 18% in 2019 - Increase students achieving high growth from 14% to 38% <p>Numeracy Year 5:</p> <ul style="list-style-type: none"> - Increase high student growth from 26% (2018) to 35% - Decrease low student growth from 31% (2018) to 20% <p>Monitor:</p> <p>Writing Achievement Year 3:</p> <ul style="list-style-type: none"> - Increase students in top two bands from an average of 27% in 2017, 48% in 2018 to 53% in 2019 <p>Writing Achievement Year 5</p> <ul style="list-style-type: none"> - Increase students in top two bands from 15% in 2017, 9% in 2018 to 25% in 2019. <p>Achievement Year 3 Numeracy:</p> <ul style="list-style-type: none"> - Increase students in top two bands from 50% to 53%

			Numeracy Achievement Year 5: - Increase students in the top two bands from 34% to 40%
To foster intellectual engagement and self-awareness consistently in all learning areas across the school	Yes	<p>Attitudes to School</p> <p>Self regulation and goal setting Year 4 – 90% increase to 95% average Year 5 – 78% increase to 90% average Year 6 – 59% increase to 75% average Average 86% for self regulation and goal setting for Years 4-6</p> <p>Differentiated learning challenge Year 4 – 80% increase to 90% average Year 5 – 57% increase to 70% average Year 6 – 46% increase to 60% average Average 73% for Differentiated learning challenge for Years 4-6</p> <p>Parent Opinion Effective teaching practice for cognitive engagement 2017 – 76% positive endorsement increase to 85% Student agency and voice 2017 – 79% to 85% Stimulating learning environment 2017 – 84% to 91%</p> <p>School Staff Survey Guaranteed and viable curriculum 2017 - 74% to 82% average over 4 years (all staff)</p>	<p>Differentiated learning challenge Year 4 – from 73% in 2018 to 80% in 2019. Year 5 – from 70% in 2018 to 75% in 2019 Year 6 – from 69% in 2018 to 75% in 2019 An overall average of 71 % in 2018 to 73% for Differentiated learning challenge for Years 4-6</p>

		Academic emphasis – 2017 - 72% to 82% average over 4 years	
All staff, students and parents see themselves as active participants in our school learning community.	No	<p>Attitudes to School:</p> <p>Sense of inclusion 2017 - 74% to 85% Sense of connectedness 2017 – 69% to 80%</p> <p>Parent Opinion Survey</p> <p>I understand how my child is assessed 2017 – 52% to 70% Parent participation and involvement 2017 – 72% to 82% average over 4 years This school has a strong relationship with the local community 2017 52% to 70% Teacher Communication 2017 – 60% to 80% average over 4 years</p> <p>School Staff Survey</p> <p>Parent and Community Involvement 2017 – 67% to 80% Professional Learning 2017 – 71% to 81%</p>	

Goal 1	To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy
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12 Month Target 1.1	<p>Priority:</p> <p>Writing Year 5: - Decrease students achieving low growth from 33% in 2018 to 18% in 2019 - Increase students achieving high growth from 14% to 38%</p> <p>Numeracy Year 5: - Increase high student growth from 26% (2018) to 35% - Decrease low student growth from 31% (2018) to 20%</p> <p>Monitor:</p> <p>Writing Achievement Year 3: - Increase students in top two bands from an average of 27% in 2017, 48% in 2018 to 53% in 2019 Writing Achievement Year 5 - Increase students in top two bands from 15% in 2017, 9% in 2018 to 25% in 2019.</p> <p>Achievement Year 3 Numeracy: - Increase students in top two bands from 50% to 53% Numeracy Achievement Year 5: - Increase students in the top two bands from 34% to 40%</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Building practice excellence	Implement Professional Learning Communities	
KIS 2 Building leadership teams	Further build the capacity of the school leadership team	
		Yes
		No

<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 introduction of vertical PLCs in 2018 was a shift in structure and thinking for our school. These vertical PLCs are focused on the task of ensuring a consistent seven year experience for students at BPS and the action plans from each team are closely linked to the Strategic Plan. Collective focus on student learning had a positive score of 81% in School Staff Survey and Collective Responsibility scores 84%. The scores for Guaranteed and Viable Curriculum and Teacher Collaboration were lower with 59% and 53% respectively.</p> <p>- Feedback from staff at the end of 2018 indicated that the introduction of PLCs had been well received and had a positive impact on their practice. In particular the work of the Literacy PLC was reported as being 'focused and specific' with a focus on building staff understanding of instructional strategies to teach writing.</p>	
<p>Goal 2</p>	<p>To foster intellectual engagement and self-awareness consistently in all learning areas across the school</p>	
<p>12 Month Target 2.1</p>	<p>Differentiated learning challenge Year 4 – from 73% in 2018 to 80% in 2019. Year 5 – from 70% in 2018 to 75% in 2019 Year 6 – from 69% in 2018 to 75% in 2019 An overall average of 71 % in 2018 to 73% for Differentiated learning challenge for Years 4-6</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Intellectual engagement and self-awareness</p>	<p>To embed learner agency and student voice to ensure active student engagement in learning and a positive school climate (KIS)</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>Work on developing authentic opportunities for student voice and learner agency began in 2018. This was through the introduction of student led conferences, the formation of student action teams to target particular issues or areas of concern, opportunities for students to be on selection panels for teachers and external providers. This work will further develop in 2019 as the process for student goal setting is strengthened and increased learner agency is built into curriculum planning.</p>	

Define Actions, Outcomes and Activities

Goal 1	To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy
12 Month Target 1.1	<p>Priority:</p> <p>Writing Year 5:</p> <ul style="list-style-type: none"> - Decrease students achieving low growth from 33% in 2018 to 18% in 2019 - Increase students achieving high growth from 14% to 38% <p>Numeracy Year 5:</p> <ul style="list-style-type: none"> - Increase high student growth from 26% (2018) to 35% - Decrease low student growth from 31% (2018) to 20% <p>Monitor:</p> <p>Writing Achievement Year 3:</p> <ul style="list-style-type: none"> - Increase students in top two bands from an average of 27% in 2017, 48% in 2018 to 53% in 2019 <p>Writing Achievement Year 5</p> <ul style="list-style-type: none"> - Increase students in top two bands from 15% in 2017, 9% in 2018 to 25% in 2019. <p>Achievement Year 3 Numeracy:</p> <ul style="list-style-type: none"> - Increase students in top two bands from 50% to 53% <p>Numeracy Achievement Year 5:</p> <ul style="list-style-type: none"> - Increase students in the top two bands from 34% to 40%
KIS 1 Building practice excellence	Implement Professional Learning Communities
Actions	<ul style="list-style-type: none"> - Embed high quality teacher practice across the standard, bilingual and specialist program to build capacity to consistently employ evidence-based, High Impact Teaching Strategies (HITS) based on the agreed school wide Instructional Model. (BSPS Instructional Model) - Develop teacher capacity and a consistent understanding of the non negotiable of teaching and learning at BSPS. - Embed consistent processes for planning documentation at a whole school, learning area and individual level - Ensure learning is visible to teachers and students in every lesson so students know what they are learning, why they are learning it

	and what they are learning next			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Feel more connected and actively involved in school, reflected through Attitudes to School data. - Show improvement in the learning outcomes, particularly learning growth - Be able to articulate their learning goals and next steps <p>Teachers will:</p> <ul style="list-style-type: none"> - Understand and use the Instructional Model in planning and teaching, through the BSPS planning documentation - Be an active part of a Curriculum PLC and have a developed understanding of the inquiry cycle - Follow the assessment schedule and use data to differentiate instruction <p>Leaders will:</p> <ul style="list-style-type: none"> - Allocate time in Curriculum and Year Level PLCs to interpret and use data for planning - Model the use of the BSPS Instructional Model and assessment practices 			
Success Indicators	<ul style="list-style-type: none"> - Reduced variability in student growth data and teacher judgement data from year to year showing students are having access to a consistent experience - Teaching and learning planning documentation (BSPS Planning Template and Instructional Model) - Teachers and students have a clear understanding of the purpose of Classroom observations (Learning Walks) and feedback processes - Reflection and feedback for to teachers and students to improve teaching and learning - Professional learning for Year Level PLC Leaders (PLC Inquiry Cycle) using the PLC maturity matrix 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Use vertical curriculum PLCs to build knowledge, capacity and consistency across the school (F-6) and develop PLC Action Plans with a focus on writing and Numeracy.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Build observation and feedback structures (focused on writing) to further develop the lesson observation model in place and supported by the BSPS Instructional Model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,300.00 <input checked="" type="checkbox"/> Equity funding will be used

Embed the use of data walls and online data platforms to monitor student achievement and progress	<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
Implement Inquiry Cycle through Year Level PLCs and work with PLC Leaders	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,300.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To foster intellectual engagement and self-awareness consistently in all learning areas across the school			
12 Month Target 2.1	Differentiated learning challenge Year 4 – from 73% in 2018 to 80% in 2019. Year 5 – from 70% in 2018 to 75% in 2019 Year 6 – from 69% in 2018 to 75% in 2019 An overall average of 71 % in 2018 to 73% for Differentiated learning challenge for Years 4-6			
KIS 1 Intellectual engagement and self-awareness	To embed learner agency and student voice to ensure active student engagement in learning and a positive school climate (KIS)			
Actions	Encourage and support students to lead their own learning by: - Setting rich learning goals in Literacy and Numeracy (including Italian) and communicate these to families - Actively being involved in setting learning targets aligned with the essential learning from each unit of work (aligned with the Victorian Curriculum) - Building the capacity of students as leaders of their own learning - Refine our shared definition of 'Learner Agency' and 'Student Voice' and articulate what this looks like at BPS - Evaluate effectiveness and impact through use of FISO Continua Intellectual engagement and self-awareness			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Set rich learning goals in Literacy and Numeracy (including Italian) and communicate these to families - Understand what they are learning, why they are learning it and how they know when they're successful <p>Teachers will:</p> <ul style="list-style-type: none"> - Support students to set rich learning goals in Literacy and Numeracy (including Italian) and communicate these to families - Further strengthen understanding of Growth Mindset and the Gradual Release of Responsibility model - Build a student-centred learning environment in all learning areas <p>Leaders will:</p> <ul style="list-style-type: none"> - Further strengthen understanding of Growth Mindset and the Gradual Release of Responsibility model (supported by PLC and Learning Specialist roles) - Build a student-centred learning environment in all learning areas (by developing as shared definition & understanding) - Evaluate our impact through use of FISO Continua Intellectual engagement and self-awareness 			
Success Indicators	<ul style="list-style-type: none"> - Student goals established consistently across the school from F-6 and communicated through parents at SLCs - Authentic opportunities for student voice continue to be embedded across the school and become the norm (student voice in decision making, curriculum planning and regular feedback to students) - A consistent definition and understanding of the terms 'student voice' and 'learner agency'. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Build further on student learning goals and develop a more student led approach to setting learning goals in Literacy and Numeracy (including Italian).	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Incorporate student input directly into curriculum planning and in 3-6 involve students regularly in team planning	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,300.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$5,300.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Build observation and feedback structures (focused on writing) to further develop the lesson observation model in place and supported by the BSPS Instructional Model	from: Term 1 to: Term 4		\$5,300.00	
Totals			\$5,300.00	

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
Use vertical curriculum PLCs to build knowledge, capacity and consistency across the school (F-6) and develop PLC Action Plans with a focus on writing and Numeracy.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> Off-site Involvement in on site and off site activities through PMSS program.
Build observation and feedback structures (focused on writing) to further develop the lesson observation model in place and supported by the BSPS Instructional Model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Build further on student learning goals and develop a more student led approach to setting learning goals in Literacy and Numeracy (including Italian).	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site