

# 2019 Annual Implementation Plan

## for improving student outcomes

Tarneit Rise Primary School (8881)



Submitted for review by Nadia Bettio (School Principal) on 18 December, 2018 at 11:25 AM  
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 27 December, 2018 at 10:57 AM  
Endorsed by Jacky Rambridge (School Council President) on 25 February, 2019 at 09:52 PM

## Self-evaluation Summary - 2019

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Embedding moving towards Excelling

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	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving

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

<b>Enter your reflective comments</b>	<p>The school has worked very hard in its foundation year to build a strong culture of inclusion, exemplary teaching and community.</p> <p>Our challenge will be to continue this culture into 2019 and beyond, as we prepare to triple in size in a year.</p> <p>The staff opinion survey this year, showed high results (89.55 or above) in all areas which was pleasing in our first year. It has been a very exciting year for us and also a very challenging year, with a small staff and so much that needed to be done. The parent opinion survey was also high, but we did not have a huge number of families complete the survey. We will encourage this more in 2019 so we can get accurate data. As our children were all in prep, grade 1 or 2, we did not have attitude to school data. Instead the school has designed a well being survey to be administered to all children twice a year. This survey is embedded in the assessment schedule and means we can track children from prep to grade 6. We have been able to identify, by name, children who are not feeling as connected to school, as we would like and set up 'mentoring' and 'check and connect' buddies for these children, We have also been able to set goals in their IEPs to support them to feel safer and more connected.</p>
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<p><b>Considerations for 2019</b></p>	<p>The school is tripling in size next year and as a result many new staff will be employed. A consideration for the school is to ensure the strong and explicit approach to teaching English is maintained, that staff are provided a differentiated model of PL. It will also be important that we continue to build our aspirant leaders as the school grows, leadership roles can be distributed and the level of consistency maintained (or improved). A key to consistency has been collective planning for all children and this will need to be maintained. The school has a strong commitment to inclusion, being a pilot school for the inclusion and human rights projects and the intercultural capabilities project. We have recruited strongly ensuring all applicants are committed to inclusion and equity and to their own professional growth.</p> <p>It would be good to be able to focus a little more on student voice and agency, and to formalise a peer observation program in 2019.</p> <p>The school has a very supportive community. It will be important to maintain this.</p> <p>A big challenge for us has been families taking children out of school for extended family holidays. We push the need for children to be at school through our weekly school tours, the newsletter, transition and parent information sessions. We do not approve family holiday absences, they are recorded as 'unapproved' and families are notified of this. Despite our best efforts, extended family holidays account for our second biggest absence type (second to illness).</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Students will make higher than expected growth in English.
<b>Target 1.1</b>	<p>Students will make more than twelve months growth in reading</p> <p>All prep students will be at or above expected levels in reading</p> <p>Staff opinion survey to reflect higher than state score on collective efficacy, and academic emphasis</p> <p>NAPLAN - high relative growth to be above 25% in reading and writing (2019 grade 3 - 2021 grade 5)</p> <p>Attitude to School survey results to show higher than state scores on effective teaching time, differentiated learning challenge. high expectations for success</p>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build teacher knowledge in reading and writing through a professional learning program and the implementation of a peer observation and coaching program, for individual teachers and whole PLCs
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build data literacy, and the ability to plan and monitor differentiated teaching through the PLC planning cycle
<b>Goal 2</b>	The school will develop strong family and student engagement in the school.
<b>Target 2.1</b>	<p>Parent opinion survey will reflect above 90% positive responses on parent participation and involvement and teacher communication</p> <p>Staff opinion survey will reflect above state scores on school climate</p> <p>There will be lower than like school absence data and below 14 days</p>

	<p>School developed survey for prep, grade one and grade two students will show more than 90% positive responses</p> <p>Attitude to school data to reflect above state scores on school connectedness, student voice and agency and sense of inclusion (grade 4 2019)</p>
<p><b>Key Improvement Strategy 2.a</b> Building communities</p>	<p>Provide opportunities for students, staff and families to be involved in decisions about the school</p>
<p><b>Key Improvement Strategy 2.b</b> Building communities</p>	<p>Implement a whole school attendance strategy</p>
<p><b>Key Improvement Strategy 2.c</b> Building communities</p>	<p>Develop clear student engagement, wellbeing, inclusion and behaviour management guidelines</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Students will make higher than expected growth in English.	Yes	<p>Students will make more than twelve months growth in reading</p> <p>All prep students will be at or above expected levels in reading</p> <p>Staff opinion survey to reflect higher than state score on collective efficacy, and academic emphasis</p> <p>NAPLAN - high relative growth to be above 25% in reading and writing (2019 grade 3 - 2021 grade 5)</p> <p>Attitude to School survey results to show higher than state scores on effective teaching time, differentiated learning challenge. high expectations for success</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Staff opinion survey to be above 89.55 for school climate component</p> <p>Staff opinion survey to be above 90.61 for teaching and learning component</p> <p>All prep children to be reading at or above F&amp;P level D by the end of the year - at an instructional level with satisfactory comprehension</p> <p>All grade 1 - 6 children to have shown 12 months or more reading gain by the December 2019 comparative to February 2019 at an instructional level with satisfactory comprehension (F&amp;P levels)</p> <p>2019 grade 4, 5, 6 results to show higher than state scores on effective teaching time, differentiated learning challenge and high expectations for success on the Attitude School Survey</p>
The school will develop strong family and student engagement in the school.	Yes	Parent opinion survey will reflect above 90% positive responses on parent participation and involvement and teacher communication	<p>Staff opinion survey to be above 89.55 for school climate component</p> <p>Staff opinion survey to be above 90.61 for teaching and learning component</p> <p>All prep children to be reading at or above F&amp;P level D by the end of the year - at an instructional level with satisfactory</p>

	<p>Staff opinion survey will reflect above state scores on school climate</p> <p>There will be lower than like school absence data and below 14 days</p> <p>School developed survey for prep, grade one and grade two students will show more than 90% positive responses</p> <p>Attitude to school data to reflect above state scores on school connectedness, student voice and agency and sense of inclusion (grade 4 2019)</p>	<p>comprehension</p> <p>All grade 1 - 6 children to have shown 12 months or more reading gain by the December 2019 comparative to February 2019 at an instructional level with satisfactory comprehension</p> <p>Staff opinion survey to be above 89.55 for school climate component</p> <p>Parent opinion survey data to show above 84% for teacher communication</p> <p>Parent opinion survey data to show above 90% for parent involvement</p> <p>School developed survey for prep, grade one and grade two students will show more than 90% positive responses</p> <p>Attitude to school data to reflect above state scores on school connectedness, student voice and agency and sense of inclusion</p> <p>School developed survey for prep, grade one and grade two students will show more than 90% positive responses</p> <p>Reduce absences to lower than 14 across the school</p>
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<b>Goal 1</b>	Students will make higher than expected growth in English.
<b>12 Month Target 1.1</b>	<p>Staff opinion survey to be above 89.55 for school climate component</p> <p>Staff opinion survey to be above 90.61 for teaching and learning component</p> <p>All prep children to be reading at or above F&amp;P level D by the end of the year - at an instructional level with satisfactory comprehension</p> <p>All grade 1 - 6 children to have shown 12 months or more reading gain by the December 2019 comparative to February 2019 at an instructional level with satisfactory comprehension (F&amp;P levels)</p> <p>2019 grade 4, 5, 6 results to show higher than state scores on effective teaching time, differentiated learning challenge and</p>



	high expectations for success on the Attitude School Survey	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build teacher knowledge in reading and writing through a professional learning program and the implementation of a peer observation and coaching program, for individual teachers and whole PLCs	Yes
<b>KIS 2</b> Building practice excellence	Build data literacy, and the ability to plan and monitor differentiated teaching through the PLC planning cycle	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.	The core business of schools is to ensure children develop strong literacy skills. Given that most of our children are EAL learners, developing strong reading and writing skills is critical. As a school we must support our teachers to do their work. We have nearly tripled our staffing from 13 classroom teachers in 2018 to 28 in 2019. So we need to support teachers through a well developed PL schedule that is aligned directly to classroom instruction. We also have 10 new graduate teachers (in their first year of teaching) so the PL schedule and coaching will be vital in growing our teachers so we can achieve high student outcomes	
<b>Goal 2</b>	The school will develop strong family and student engagement in the school.	
<b>12 Month Target 2.1</b>	Staff opinion survey to be above 89.55 for school climate component Staff opinion survey to be above 90.61 for teaching and learning component All prep children to be reading at or above F&P level D by the end of the year - at an instructional level with satisfactory comprehension All grade 1 - 6 children to have shown 12 months or more reading gain by the December 2019 comparative to February 2019 at an instructional level with satisfactory comprehension Staff opinion survey to be above 89.55 for school climate component Parent opinion survey data to show above 84% for teacher communication Parent opinion survey data to show above 90% for parent involvement School developed survey for prep, grade one and grade two students will show more than 90% positive responses Attitude to school data to reflect above state scores on school connectedness, student voice and agency and sense of inclusion School developed survey for prep, grade one and grade two students will show more than 90% positive responses	

	Reduce absences to lower than 14 across the school	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building communities	Provide opportunities for students, staff and families to be involved in decisions about the school	Yes
<b>KIS 2</b> Building communities	Implement a whole school attendance strategy	Yes
<b>KIS 3</b> Building communities	Develop clear student engagement, wellbeing, inclusion and behaviour management guidelines	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.	<p>The self evaluation indicated the school was evolving in this dimension.</p> <p>As a new school we felt it was important to connect with our community and form genuine partnerships, to support student learning</p> <p>We worked closely with the community to develop our mission, vision and values.</p> <p>The design of the school is very welcoming and inclusive and staff always make time for families, including inviting families to assembly when they receive an award, instructional videos posted onto compass to assist families at home.</p> <p>We have opened the school for information sessions and school tours every week and, as part of these tours, we communicate clearly what we stand for and our vision for the school.</p> <p>We celebrate community events and invite families in such as on Harmony day, Grandparents day, Official school opening, school concert, sports day</p> <p>We need to encourage more families to complete the PoS and educate our families about the need to be at school every day – that every day is important!</p> <p>We need to continue to focus on attendance.</p> <p>School absence is a big concern for us. We notice a lot of families taking overseas holidays during the term</p> <p>Parents think it's ok to miss school because 'it's just prep'</p> <p>The principal sends a very strong message about attendance and family holidays. The message is conveyed in the newsletters each fortnight, on school tours (every Tuesday) and at parent information sessions during the transition program.</p> <p>All absent children families are called every day by the PCOs or office staff.</p> <p>Requests for extended absences are not approved.</p> <p>As a school we need to develop our inclusion policy and with so many new families starting with us in 2019 it will be important to continue to focus on this dimension.</p>	

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## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Students will make higher than expected growth in English.
<b>12 Month Target 1.1</b>	<p>Staff opinion survey to be above 89.55 for school climate component</p> <p>Staff opinion survey to be above 90.61 for teaching and learning component</p> <p>All prep children to be reading at or above F&amp;P level D by the end of the year - at an instructional level with satisfactory comprehension</p> <p>All grade 1 - 6 children to have shown 12 months or more reading gain by the December 2019 comparative to February 2019 at an instructional level with satisfactory comprehension (F&amp;P levels)</p> <p>2019 grade 4, 5, 6 results to show higher than state scores on effective teaching time, differentiated learning challenge and high expectations for success on the Attitude School Survey</p>
<b>KIS 1</b> Building practice excellence	Build teacher knowledge in reading and writing through a professional learning program and the implementation of a peer observation and coaching program, for individual teachers and whole PLCs
<b>Actions</b>	<p>Employ a LT (coach)</p> <p>LT, LS and PCO to all take on a coaching role</p> <p>Mentoring of all new staff</p> <p>PL schedule - all new staff to complete MSL PL and all other staff opt into a PL cycle (aligned to their PDP and run by another member of staff)</p> <p>Strong induction program to include documentation PLC action cycle and instructional models</p> <p>All new graduate teachers to come and observe a reading lesson prior to beginning to see the instructional model in action</p> <p>Train two new staff in MSL</p> <p>Purchase extra 'decodable' texts for guided reading - fiction and non-fiction</p>
<b>Outcomes</b>	<p>All teachers will follow the instructional model and deliver differentiated teaching - observed in planning work program and PLC action plan documents, LWs, coaching, peer observation and micro teaching</p> <p>All children will progress in reading and writing</p> <p>All children will receive point of need instruction</p>
<b>Success Indicators</b>	<p>Running record reading data - each month</p> <p>Intervention data (MSL)</p>

	MSL classroom data Staff opinion survey to reflect higher than state score on collective efficacy, and academic emphasis			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
MSL training	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,500.00  <input checked="" type="checkbox"/> Equity funding will be used
MSL regular PL for whole staff	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
peer observation	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Coaching	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$114,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Build data literacy, and the ability to plan and monitor differentiated teaching through the PLC planning cycle			
<b>Actions</b>	PLC action plan/cycle SPA - PL			

	PAT - PL Familiarize staff with assessment schedule - induction, PFD			
<b>Outcomes</b>	<p>In the PLC planing cycle, teachers will use pre and post CATs to identify by name all children working at, above an below expected levels and set learning targets and plan a learning sequence for them, as well as monitor growth.</p> <p>Children will be referred to intervention/SSSO support as required</p> <p>Train ES and volunteers to ran language support for children identified as required additional assistance</p> <p>IEPs will be developed for children not showing growth over a term</p> <p>PAT data will be used as a disgnostic tool and, reflected in the PLC cycle</p> <p>Teachers will track data in SPA and monitor growth</p>			
<b>Success Indicators</b>	<p>Children will show at least a year's growth in Reading and writing</p> <p>Those children not showing the growth will have an IEP</p> <p>Children not progressing and not at expected levels will be provided intervention support</p> <p>Students receiving intervention through the language support programs will show growth</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
PAT and SPA PL	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Speech pathologist to train and oversee ES staff to run language support program	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	The school will develop strong family and student engagement in the school.			
<b>12 Month Target 2.1</b>	<p>Staff opinion survey to be above 89.55 for school climate component</p> <p>Staff opinion survey to be above 90.61 for teaching and learning component</p> <p>All prep children to be reading at or above F&amp;P level D by the end of the year - at an instructional level with satisfactory comprehension</p>			

	<p>All grade 1 - 6 children to have shown 12 months or more reading gain by the December 2019 comparative to February 2019 at an instructional level with satisfactory comprehension</p> <p>Staff opinion survey to be above 89.55 for school climate component</p> <p>Parent opinion survey data to show above 84% for teacher communication</p> <p>Parent opinion survey data to show above 90% for parent involvement</p> <p>School developed survey for prep, grade one and grade two students will show more than 90% positive responses</p> <p>Attitude to school data to reflect above state scores on school connectedness, student voice and agency and sense of inclusion</p> <p>School developed survey for prep, grade one and grade two students will show more than 90% positive responses</p> <p>Reduce absences to lower than 14 across the school</p>
<b>KIS 1</b> Building communities	Provide opportunities for students, staff and families to be involved in decisions about the school
<b>Actions</b>	<p>Elect student leadership team (grade 3-6 include school captain,s house captains and JSC)</p> <p>Elect a staff responsible for students leadership</p> <p>Work with KESO to name houses</p> <p>Classroom helpers program term one and two</p> <p>School tours every week</p> <p>School assemblies and community events eg harmony day, sports day, school concert</p> <p>Actively encourage families to join school council</p> <p>Advertise for parent/volunteer assistance within the school newsletter</p> <p>First assembly of every term to have a 'coffee and chat' with families - focus group opportunities</p> <p>Set up sub committees of SC to include fundraising</p> <p>Student leadership day and forums</p>
<b>Outcomes</b>	<p>School council to be representative of our school community</p> <p>Over 70% of classroom helper course participants to be regularly assisting within the school</p> <p>Weekly student leadership meetings</p> <p>Student leadership to present to SC once a term and to provide feedback to PCOs on school improvement initiatives and ideas</p> <p>Houses will be named</p>
<b>Success Indicators</b>	<p>Parent opinion survey data to show above 90% for parent involvement and above 91.3% in parent and community involvement</p> <p>Attitude to school data to indicate higher than state scores</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Classroom helpers course	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$300.00  <input type="checkbox"/> Equity funding will be used
Student leadership forums and working with KESO	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building communities	Implement a whole school attendance strategy			
<b>Actions</b>	<p>Parents will be informed that they need to request leave in writing, addressed to the principal and will need to provide the school with medical certificates if their child has been away sick.</p> <p>The principal to send a very strong message about attendance and family holidays conveyed in the newsletters each fortnight, on school tours (every Tuesday) and at parent information sessions during the transition program. All absent children families are notified every day by Compass. Requests for extended absences are not approved.</p> <p>Positive reinforcement strategy - eg those children who have attended every day, for the week, those children who come to school on their birthday, the grade in each cohort with the highest attendance each week/fortnight</p>			
<b>Outcomes</b>	Parents will appreciate the importance of attending school every day, even in prep - less unexplained absences.			
<b>Success Indicators</b>	Absence will be under 14 days across P-6			



Activities and Milestones	Who	Is this a PL Priority	When	Budget
each teacher to have an attendance goal in their PDP	<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
<b>KIS 3</b> Building communities	Develop clear student engagement, wellbeing, inclusion and behaviour management guidelines			
<b>Actions</b>	<p>Review student engagement, well being, inclusion and behaviour management guidelines each year</p> <p>At induction dedicate time to unpacking this document in detail, clarifying questions, providing resources and providing all new staff with a hard copy, prior to the 2019 school year and ALL staff an electronic copy</p> <p>Inclusion Pilot project</p> <p>Human Rights Pilot project</p> <p>Include student engagement, wellbeing, inclusion and behaviour management guidelines documents in enrollment pack, so all families have a copy and understand the guidelines</p> <p>Send out an electronic copy of student engagement, well being, inclusion and behaviour management guidelines each year to all families each year</p> <p>Put the student engagement, well being, inclusion and behaviour management guidelines on the school's website</p>			
<b>Outcomes</b>	<p>Low variability in behaviour management</p> <p>Common language to be used across the school</p> <p>Common 'call to attention', 'ladder of learning'</p> <p>High levels of trust in the school to support children</p>			
<b>Success Indicators</b>	<p>School developed well being survey to show 90% or more children feel positive and safe at school</p> <p>PoS to show above 93% in competency and resiliency skills</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Human Rights Pilot PL	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$4,000.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Inclusion pilot PL	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <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	\$57,500.00	\$17,500.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$57,500.00</b>	<b>\$17,500.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
MSL training	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$7,500.00	\$7,500.00
Speech pathologist to train and oversee ES staff to run language support program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$50,000.00	\$10,000.00
<b>Totals</b>			<b>\$57,500.00</b>	<b>\$17,500.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
MSL training	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants MSL - Australian Dyslexia Association	<input checked="" type="checkbox"/> Off-site MSL accredited training Bentley West PS
MSL regular PL for whole staff	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
peer observation	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Coaching	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site