

2019 Annual Implementation Plan

for improving student outcomes

Baringa Special School (5079)



Submitted for review by Kelly Mether (School Principal) on 17 June, 2019 at 03:56 PM

Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 28 June, 2019 at 09:12 AM

Endorsed by Frank Cullen (School Council President) on 24 October, 2019 at 04:40 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 moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	Curriculum and assessment has been our major focus over the past year. Learning specialists have begun to familiarize staff with HITS, and are beginning observations in classrooms with a focus on developing staff skills in this area. We have implemented a school wide assessment utilizing Essential Assessment as an evaluating tool, to assess impact on numeracy outcomes. Middle leaders were drivers of these changes and further developing these roles will be a focus in 2019. PLC's were used to audit the curriculum and make it more accessible for students with an Intellectual Disability. Respectful Relationships has been introduced across the school, with this curriculum being incorporated in social skills and health. Our aim is to continue to embed this across all aspects of the school. Welfare Coordinator Tania Del Busso's role was expanded to work more closely with external services and agencies, while collaborating with families. Tania plays an important role in supporting our families to access NDIS.
Considerations for 2019	In 2019 we need to prioritise continued work on the curriculum, to further embed the changes that were started in 2018. This will include development of essential learning statements, common assessment tasks, success criteria, and assessment and unit planning for sections. As our school has grown rapidly, we need to continue to expand our leadership responsibilities to have a more distributive

	<p>leadership model, with leaders having greater autonomy for their area of responsibility. We need to consider the way PDP's are distributed amongst reviews and upskill more staff across the school to take on the role of reviewer to ensure the PDP process is rigorous and valuable.</p> <p>Exploring ways to increase student voice and agency, given our cohort, needs to be made a priority. We believe the first step in this is upskilling staff knowledge and understanding in this area.</p> <p>Ensuring a bright and productive future for our students beyond Baringa is important to staff, families and students. We want to work on refine the pathways process and ensuring that this vital stage of our students lives is given the resourcing and time it requires. As part of this piece of work, we need to look at refining the way our MIP's is undertaken and link this to our student voice and agency work.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve learning outcomes for all students
Target 1.1	By 2022, 90% of students will meet the target goals in their Individual Learning Plans (ILPs)
Target 1.2	By 2022, 95% of students will show growth in Maths and English.
Target 1.3	By 2022, the positive response percentages on the staff survey will increase for: <ul style="list-style-type: none"> • Academic emphasis (from 56% to 70%) • Collective responsibility (from 86% to 90%) • Guaranteed and viable curriculum (from 68% to 80%) • Teacher collaboration (from 69% to 80%)
Key Improvement Strategy 1.a Curriculum planning and assessment	Increase consistency of high-quality practice in curriculum and assessment that support effective differentiation (CPA)
Key Improvement Strategy 1.b Building practice excellence	Refine and embed an agreed, research-based instructional model (BPE)
Key Improvement Strategy 1.c	Strengthen school leadership capabilities to ensure consistent high-quality teaching practices across the school (ISL)

Instructional and shared leadership	
Goal 2	To develop student engagement and ownership for their learning
Target 2.1	<p>By 2022, the percentages of student positive endorsement in the Student Attitude to School Survey will increase for following elements:</p> <ul style="list-style-type: none"> ● Stimulated learning (from 64% to 80%) ● Sense of confidence (from 79% to 85%) ● Student voice and agency (from 67% to 80%)
Target 2.2	By 2022, 90% of students to show growth on the social skills and learning behaviours continuum
Target 2.3	By 2022, the positive response percentage on the staff survey will increase for <i>Trust in students and parents</i> from 41% to 60%
Target 2.4	<p>By 2022 the positive response percentages on the parent survey will increase for:</p> <ul style="list-style-type: none"> ● Parent participation and involvement (from 90% to 92%) ● Student voice and agency (from 86% to 90%) ● Not experiencing bullying (from 35% to 55%) ● School connectedness and Positive transitions to be maintained at 95+%.

Key Improvement Strategy 2.a Empowering students and building school pride	Develop student voice and agency across the school (ES)
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Strengthen the learning behaviours and social skills of all students (SEPI)
Key Improvement Strategy 2.c Parents and carers as partners	Improve parents/carers participation as active partners in their children's learning and development towards independence (PCP)
Goal 3	To improve the quality of post-school destinations for all students
Target 3.1	By 2022, 80% of students will be meeting Managed Individual Plans (MIPs) outcomes.
Target 3.2	By 2022, the number of students participating in community based post school preparative programs will increase to 80%.
Target 3.3	***This is a duplicate of Target 2.2*** By 2022, 90% of students to show growth on the social skills and learning behaviours continuum.
Target 3.4	By 2022 the positive response percentages on the parent survey will be maintained at 90% for <i>Positive transitions</i> .
Key Improvement Strategy 3.a	Further develop partnership initiatives with key external providers (NSSA)

Networks with schools, services and agencies	
Key Improvement Strategy 3.b Empowering students and building school pride	Strengthen the learning behaviours and social skills of all students (SEPI)
Key Improvement Strategy 3.c Parents and carers as partners	Improve parents/carers participation as active partners in their children's learning and development towards independence (PCP).

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve learning outcomes for all students	Yes	By 2022, 90% of students will meet the target goals in their Individual Learning Plans (ILPs)	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. To develop common planning documents, embedding a whole school instructional model. Triangulation of data to enable staff to use data more effectively.
		By 2022, 95% of students will show growth in Maths and English.	To develop Essential Learning Statements for number, measurement, statistics and probability. To develop assessment and unit plan to support staff in implementing the curriculum.
		By 2022, the positive response percentages on the staff survey will increase for: <ul style="list-style-type: none"> ● Academic emphasis (from 56% to 70%) ● Collective responsibility (from 86% to 90%) ● Guaranteed and viable curriculum (from 68% to 80%) ● Teacher collaboration (from 69% to 80%) 	Learning Specialists to conduct peer observations with a focus on HITS. The focus of PLC's to be re-established with a focus on improving student outcomes.

To develop student engagement and ownership for their learning	Yes	<p>By 2022, the percentages of student positive endorsement in the Student Attitude to School Survey will increase for following elements:</p> <ul style="list-style-type: none"> • Stimulated learning (from 64% to 80%) • Sense of confidence (from 79% to 85%) • Student voice and agency (from 67% to 80%) 	Leadership to further develop their own knowledge of student voice and agency. Leaders will then upskill whole staff in this area.
		<p>By 2022, 90% of students to show growth on the social skills and learning behaviours continuum</p>	Zones of Regulation is to be rolled out across the whole school. Respectful Relationships is to be taught as part of Social Skills curriculum.
		<p>By 2022, the positive response percentage on the staff survey will increase for <i>Trust in students and parents</i> from 41% to 60%</p>	This will be addressed in 2020.
		<p>By 2022 the positive response percentages on the parent survey will increase for:</p> <ul style="list-style-type: none"> • Parent participation and involvement (from 90% to 92%) • Student voice and agency (from 86% to 90%) • Not experiencing bullying (from 35% to 55%) • School connectedness and Positive transitions to be maintained at 95+%. 	Leadership to further develop their own knowledge of student voice and agency. Leaders will then upskill whole staff in this area.
To improve the quality of post-school destinations for all students	Yes	By 2022, 80% of students will be meeting Managed Individual Plans (MIPs) outcomes.	Engage region support person for Careers / CAPS.

	By 2022, the number of students participating in community based post school preparative programs will increase to 80%.	Time for a pathways coordinator will be allocated. Baringa will form a relationship with the LEN and access the 'I am ready' program. Baringa will link in with local tafe and access suitable courses for our SLC students.
	This is a duplicate of Target 2.2 By 2022, 90% of students to show growth on the social skills and learning behaviours continuum.	Zones of Regulation is to be rolled out across the whole school. Respectful Relationships is to be taught as part of Social Skills curriculum
	By 2022 the positive response percentages on the parent survey will be maintained at 90% for <i>Positive transitions</i> .	This will be addressed in 2020.

Goal 1	To improve learning outcomes for all students
12 Month Target 1.1	To develop common planning documents, embedding a whole school instructional model. Triangulation of data to enable staff to use data more effectively.
12 Month Target 1.2	To develop Essential Learning Statements for number, measurement, statistics and probability. To develop assessment and unit plan to support staff in implementing the curriculum.
12 Month Target 1.3	Learning Specialists to conduct peer observations with a focus on HITS. The focus of PLC's to be re-established with a focus on improving student outcomes.
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Curriculum planning and assessment	Increase consistency of high-quality practice in curriculum and assessment that support effective differentiation (CPA)	Yes
KIS 2 Building practice excellence	Refine and embed an agreed, research-based instructional model (BPE)	Yes
KIS 3 Instructional and shared leadership	Strengthen school leadership capabilities to ensure consistent high-quality teaching practices across the school (ISL)	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.	Change in whole school curriculum to the Victorian Curriculum, meant significant work was required in refining the curriculum to be relevant and achievable for students with an intellectual disability. A Leading Teacher (Curriculum coordinator) was appointed to lead curriculum changes and upskill staff in assessment and instructional practices. Continued work in curriculum this year will include development of essential learning statements, common assessment tasks, success criteria, and assessment and unit planning for sections.	
Goal 2	To develop student engagement and ownership for their learning	
12 Month Target 2.1	Leadership to further develop their own knowledge of student voice and agency. Leaders will then upskill whole staff in this area.	
12 Month Target 2.2	Zones of Regulation is to be rolled out across the whole school. Respectful Relationships is to be taught as part of Social Skills curriculum.	
12 Month Target 2.3	This will be addressed in 2020.	
12 Month Target 2.4	Leadership to further develop their own knowledge of student voice and agency. Leaders will then upskill whole staff in this area.	
Key Improvement Strategies	Is this KIS selected for focus this year?	

KIS 1 Empowering students and building school pride	Develop student voice and agency across the school (ES)	Yes
KIS 2 Setting expectations and promoting inclusion	Strengthen the learning behaviours and social skills of all students (SEPI)	No
KIS 3 Parents and carers as partners	Improve parents/carers participation as active partners in their children's learning and development towards independence (PCP)	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.	Student attitude to school survey reflected lower than desirable results in Stimulated learning and Student voice and agency. Staff indicated limited knowledge on strategies to promote voice and agency for students with an intellectual disability.	
Goal 3	To improve the quality of post-school destinations for all students	
12 Month Target 3.1	Engage region support person for Careers / CAPS.	
12 Month Target 3.2	Time for a pathways coordinator will be allocated. Baringa will form a relationship with the LEN and access the 'I am ready' program. Baringa will link in with local tafe and access suitable courses for our SLC students.	
12 Month Target 3.3	Zones of Regulation is to be rolled out across the whole school. Respectful Relationships is to be taught as part of Social Skills curriculum	
12 Month Target 3.4	This will be addressed in 2020.	
Key Improvement Strategies	Is this KIS selected for focus this year?	

KIS 1 Networks with schools, services and agencies	Further develop partnership initiatives with key external providers (NSSA)	Yes
KIS 2 Empowering students and building school pride	Strengthen the learning behaviours and social skills of all students (SEPI)	Yes
KIS 3 Parents and carers as partners	Improve parents/carers participation as active partners in their children's learning and development towards independence (PCP).	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.	During 2018, numbers of students participating in work experience, transition pathways, and alternate educational experiences was seen to decline. Parents of senior students indicated this was a priority and something the school could improve in. Staff and families expressed that the school environment is not always optimal for all students, therefore they wanted more support and information regarding alternate education settings, careers and pathways.	

Define Actions, Outcomes and Activities

Goal 1	To improve learning outcomes for all students			
12 Month Target 1.1	To develop common planning documents, embedding a whole school instructional model. Triangulation of data to enable staff to use data more effectively.			
12 Month Target 1.2	To develop Essential Learning Statements for number, measurement, statistics and probability. To develop assessment and unit plan to support staff in implementing the curriculum.			
12 Month Target 1.3	Learning Specialists to conduct peer observations with a focus on HITS. The focus of PLC's to be re-established with a focus on improving student outcomes.			
KIS 1 Curriculum planning and assessment	Increase consistency of high-quality practice in curriculum and assessment that support effective differentiation (CPA)			
Actions	<ul style="list-style-type: none"> - Develop Essential Learning Statements in number. - Develop common assessment tasks to match our essential learning statements in number. - Develop scope and sequence for all areas of the curriculum. - Develop a school wide assessment and unit plan for each section. 			
Outcomes	<ul style="list-style-type: none"> - Student outcomes will improve in number. - Staff will be more knowledgeable on the curriculum and more confident in implementing curriculum based instruction within the classroom. - Increased staff efficacy on the staff survey for collaborating and peer observation. 			
Success Indicators	<ul style="list-style-type: none"> - Essential assessment data, student reports, and continuum tracker reflect student growth in number. - Staff survey results reflect Increased staff efficacy for collaboration and peer observation. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Refine PLC practices	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Curriculum team meets fortnightly	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Completion of Essential Learning Statements (Essential Learning Teams meet fortnightly)	<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 observations are to be conducted by learning specialists, with a focus on HITS	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Refine and embed an agreed, research-based instructional model (BPE)			
Actions	<ul style="list-style-type: none"> - Exploration of instructional models. - Establish which model will be suitable for teaching students with an intellectual disability. - Develop common planning documents. - Peer observations to occur across the school. 			
Outcomes	<ul style="list-style-type: none"> - Increased consistency of classroom practice. - Decreased workload with regard to planning. - More efficient common teaching practices across the school, which will result in improved student outcomes. - Peer observations are occurring on a regular and structured basis. 			

Success Indicators	- Staff survey results reflect Increased staff efficacy for collaboration and peer observation.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Key staff to attend professional development relating to special education curriculum mapping and development.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,650.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff meetings to explore current instructional models and planning documents.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To develop student engagement and ownership for their learning			
12 Month Target 2.1	Leadership to further develop their own knowledge of student voice and agency. Leaders will then upskill whole staff in this area.			
12 Month Target 2.2	Zones of Regulation is to be rolled out across the whole school. Respectful Relationships is to be taught as part of Social Skills curriculum.			
12 Month Target 2.3	This will be addressed in 2020.			
12 Month Target 2.4	Leadership to further develop their own knowledge of student voice and agency. Leaders will then upskill whole staff in this area.			
KIS 1 Empowering students and building school pride	Develop student voice and agency across the school (ES)			

Actions	<ul style="list-style-type: none"> - Acting Principal and Learning Specialist to attend PASS conference, with a focus on student voice and agency. - Conduct research around what student understanding of student voice and agency is. - Utilise whole school planning day to explore voice and agency specific to our setting, and ensure a common understanding throughout the school. - Develop a school specific document, describing voice and agency in our setting. 			
Outcomes	<ul style="list-style-type: none"> - Staff will have a common understanding of what student voice and agency are. - Staff to begin to use common language around voice and agency. - Staff to have access to a school specific document, describing voice and agency in our setting. 			
Success Indicators	<ul style="list-style-type: none"> - Percentages of student positive endorsement in the Student Attitude to School Survey will increase for following elements Student voice and agency. - Percentage of positive response on the parent survey will increase for Student voice and agency. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Acting Principal and Learning Specialist to attend PASS conference, with a focus on student voice and agency.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,400.00 <input checked="" type="checkbox"/> Equity funding will be used
Whole school closure day to explore voice and agency specific to our setting	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To improve the quality of post-school destinations for all students			
12 Month Target 3.1	Engage region support person for Careers / CAPS.			

12 Month Target 3.2	Time for a pathways coordinator will be allocated. Baringa will form a relationship with the LEN and access the 'I am ready' program. Baringa will link in with local tafe and access suitable courses for our SLC students.			
12 Month Target 3.3	Zones of Regulation is to be rolled out across the whole school. Respectful Relationships is to be taught as part of Social Skills curriculum			
12 Month Target 3.4	This will be addressed in 2020.			
KIS 1 Networks with schools, services and agencies	Further develop partnership initiatives with key external providers (NSSA)			
Actions	<ul style="list-style-type: none"> - Allocate time for a pathways coordinator. - Form links with local Tafe, Disability Employment Services, Local Learning and Employment Network. - Engage region support in reviewing Career Action Pathways at Baringa. 			
Outcomes	<ul style="list-style-type: none"> - Increased number of students engaged in career pathways initiatives - Staff more confident in implementing CAPs. 			
Success Indicators	- Comparison data regarding student engagement in post school initiatives reflects increase in students attending their post school options.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Allocate time for a pathways coordinator to form links with local Tafe, Disability Employment Services, Local Learning and Employment Network.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocate class time for CAPS to be implemented.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used
Engage region support in reviewing Career Action Pathways at Baringa.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Strengthen the learning behaviours and social skills of all students (SEPI)			
Actions	<ul style="list-style-type: none"> - Embed Respectful Relationships curriculum school wide. - Speech pathologist to upskill whole staff in Zones of Regulation. - Documentation and resources for these programs to be rolled out across the school. 			
Outcomes	<ul style="list-style-type: none"> - A more consistent delivery in social skills curriculum. - Students to have increased awareness in relation to identifying emotions - By implementing Respectful Relationships, staff and students will be more mindful of using inclusive language. - Resources and documentation for Respectful Relationships and Zones of Regulation are available to all staff. 			
Success Indicators	<ul style="list-style-type: none"> - Students to show growth on the social skills and learning behaviours continuum and student reports. - Reduced SWELL referrals, through students increased ability to self regulate. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
- Fortnightly Respectful Relationships team meeting	<input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Upskilling staff in Respectful Relationships curriculum at staff meetings twice a term.	<input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 4	<input type="checkbox"/> 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	\$125,050.00	\$75,050.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$125,050.00	\$75,050.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Peer observations are to be conducted by learning specialists, with a focus on HITS	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$100,000.00	\$50,000.00
Key staff to attend professional development relating to special education curriculum mapping and development.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$1,650.00	\$1,650.00
Acting Principal and Learning Specialist to attend PASS conference, with a focus on student voice and agency.	from: Term 2 to: Term 4		\$1,400.00	\$1,400.00
Allocate time for a pathways coordinator to form links with local Tafe, Disability Employment Services, Local Learning and Employment Network.	from: Term 1 to: Term 4		\$22,000.00	\$22,000.00

Totals	\$125,050.00	\$75,050.00
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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
Refine PLC practices	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Pauline Jelleff <input checked="" type="checkbox"/> Departmental resources HITS, PLC documents, The pedagogical model	<input checked="" type="checkbox"/> On-site
Completion of Essential Learning Statements (Essential Learning Teams meet fortnightly)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Dr Ginelle	<input checked="" type="checkbox"/> On-site
Peer observations are to be conducted by learning specialists, with a focus on HITS	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources HITS, Peer Observation,	<input checked="" type="checkbox"/> On-site

Acting Principal and Learning Specialist to attend PASS conference, with a focus on student voice and agency.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> External consultants Guest speakers	<input checked="" type="checkbox"/> On-site
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