



2024 Annual Implementation Plan

for improving student outcomes

Anakie Primary School (1910)



Submitted for review by Louise Kahle (School Principal) on 20 December, 2023 at 01:06 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 15 January, 2024 at 10:47 AM
Endorsed by Jessica Capon (School Council President) on 14 March, 2024 at 07:56 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

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

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

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	
To improve student learning outcomes.	Yes	To increase at and above Benchmark NAPLAN growth in: <ul style="list-style-type: none"> • Reading from 80% (2021) to 90% (2025) • Writing from 60% (2021) to 80% (2025) • Numeracy from 79% (2021) to 85% (2025) 	This goal is unable to be monitored until 2025
		To increase the percentage of the students in the top 2 NAPLAN bands at Year 5 who were in the top 2 NAPLAN bands at Year 3 in: <ul style="list-style-type: none"> • Reading from 40% (2021) to 50% (2025) • Writing from 29% (2021) to 40% (2025) • Numeracy from 25% (2021) to 40% (2025) 	Improve the proportion of students in the exceeding proficiency level of Year 3 NAPLAN Reading from 10% to 15%. Improve the proportion of students in the exceeding proficiency level of Year 5 NAPLAN Reading from 25% to 30%. Improve the proportion of students in the exceeding proficiency level of Year 3 NAPLAN Numeracy from 10% to 15%. Improve the proportion of students in the exceeding proficiency level of Year 5 NAPLAN Numeracy from 17% to 22%.

		<p>To increase the percentage of positive responses on the AtoSS factors:</p> <ul style="list-style-type: none"> • Differentiated learning from 85% (2021) to 90% (2025) • Effective teacher time from 76% (2021) to 85% (2025) • Self-regulation and goal setting from 83% (2021) to 90% (2025) 	<p>To increase or maintain the percentage of positive responses on the AtoSS factors: Differentiated learning from 86% (2023) to 88% (2024) Effective teacher time from 90% (2023) to 90% (2024) Self-regulation and goal setting from 85% (2023) to 88% (2024)</p>
		<p>To increase the percentage of positive responses on the Staff Opinion Survey factors Academic emphasis from 75% (2020) to 90% (2025).</p>	<p>To increase the percentage of positive responses on the Staff Opinion Survey factors Academic emphasis from 76% (2023) to 80% (2024).</p>
To improve student wellbeing and engagement.	Yes	<p>To increase the percentage of positive responses on the AtoSS factors:</p> <ul style="list-style-type: none"> • Teacher concern from 80% (2021) to 90% (2025) • School connectedness from 82% (2021) to 90% (2025) 	<p>To increase the percentage of positive responses on the AtoSS factors: Teacher concern from 84% (2023) to 88% (2024) School connectedness from 87% (2023) to 90% (2024)</p>
		<p>To decrease the number of students with 10 – 19.5 days absence from 28% (2020) to 20% (2025).</p>	<p>To decrease the number of students with 10 – 19.5 days absence from 39% (2023) to 30% (2024).</p>
		<p>To increase the percentage of positive responses on the Parent Opinion Survey factors Positive Transitions from 57% (2020) to 75% (2025).</p>	<p>To maintain the percentage of positive responses on the Parent Opinion Survey factors Positive Transitions at 80% (2023).</p>

Goal 2	To improve student learning outcomes.
12-month target 2.1-month target	This goal is unable to be monitored until 2025
12-month target 2.2-month target	<p>Improve the proportion of students in the exceeding proficiency level of Year 3 NAPLAN Reading from 10% to 15%.</p> <p>Improve the proportion of students in the exceeding proficiency level of Year 5 NAPLAN Reading from 25% to 30%.</p>

	<p>Improve the proportion of students in the exceeding proficiency level of Year 3 NAPLAN Numeracy from 10% to 15%.</p> <p>Improve the proportion of students in the exceeding proficiency level of Year 5 NAPLAN Numeracy from 17% to 22%.</p>	
12-month target 2.3-month target	<p>To increase or maintain the percentage of positive responses on the AtoSS factors:</p> <p>Differentiated learning from 86% (2023) to 88% (2024) Effective teacher time from 90% (2023) to 90% (2024) Self-regulation and goal setting from 85% (2023) to 88% (2024)</p>	
12-month target 2.4-month target	<p>To increase the percentage of positive responses on the Staff Opinion Survey factors Academic emphasis from 76% (2023) to 80% (2024).</p>	
Key Improvement Strategies	<p>Is this KIS selected for focus this year?</p>	
KIS 2.a Professional leadership	<p>Embed the PLC process.</p>	<p>Yes</p>
KIS 2.b Excellence in teaching and learning	<p>Increase teacher capability to differentiate learning.</p>	<p>Yes</p>
KIS 2.c Positive climate for learning	<p>Increase student agency in their learning.</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>Professional Leadership</p> <ul style="list-style-type: none"> - Leadership profile to to include Assistant Principal .4 - 1 day out of the classroom. - Use of coaching model to build capacity of identified teachers requiring further development of specific practices, to support with initiatives and implementation of programs. - To increase the percentage of positive responses on the Staff Opinion Survey factors Academic emphasis from 76% (2023) to 80% (2024). <p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> - Maths Curriculum, linked with the Science of Learning - Curriculum mapping - HaSS, Reading, Writing and Maths - Goal setting 	

	<ul style="list-style-type: none"> - Feedback - Student Voice and Agency - Amplify <p>To increase or maintain the percentage of positive responses on the AtoSS factors:</p> <ul style="list-style-type: none"> - Differentiated learning from 86% (2023) to 88% (2024) - Effective teacher time from 90% (2023) to 90% (2024) - Self-regulation and goal setting from 85% (2023) to 88% (2024) - Improve the proportion of students in the exceeding proficiency level of Year 3 NAPLAN Reading from 10% to 15%. - Improve the proportion of students in the exceeding proficiency level of Year 5 NAPLAN Reading from 25% to 30%. - Improve the proportion of students in the exceeding proficiency level of Year 3 NAPLAN Numeracy from 10% to 15%. - Improve the proportion of students in the exceeding proficiency level of Year 5 NAPLAN Numeracy from 17% to 22%. <p>Positive Climate for Learning</p> <ul style="list-style-type: none"> - A whole-school approach to health and wellbeing is integral to positive student engagement, learning, growth, relationships and achievement. - MHiPS - School values and SWPBS - Goal setting - Voice and Agency - School Transitions - Setting expectations and promoting inclusion - Running the Room - Responsive Teaching with Bron Ryrie Jones <p>To increase the percentage of positive responses on the AtoSS factors:</p> <ul style="list-style-type: none"> - Teacher concern from 84% (2023) to 88% (2024) - School connectedness from 87% (2023) to 90% (2024)
Goal 3	To improve student wellbeing and engagement.
12-month target 3.1-month target	<p>To increase the percentage of positive responses on the AtoSS factors:</p> <p>Teacher concern from 84% (2023) to 88% (2024) School connectedness from 87% (2023) to 90% (2024)</p>
12-month target 3.2-month target	To decrease the number of students with 10 – 19.5 days absence from 39% (2023) to 30% (2024).
12-month target 3.3-month target	To maintain the percentage of positive responses on the Parent Opinion Survey factors Positive Transitions at 80% (2023).

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Embed Disability and Inclusion initiative.	No
KIS 3.b Community engagement in learning	Enhance community connections.	Yes
KIS 3.c Positive climate for learning	Embed whole-school approach to engagement	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>Positive Climate for Learning</p> <ul style="list-style-type: none"> - A whole-school approach to health and wellbeing is integral to positive student engagement, learning, growth, relationships and achievement. - MHiPS - School values and SWPBS - Goal setting - Voice and Agency - School Transitions - Setting expectations and promoting inclusion - Running the Room - Responsive Teaching with Bron Ryrie Jones <p>To increase the percentage of positive responses on the AtoSS factors:</p> <ul style="list-style-type: none"> - Teacher concern from 84% (2023) to 88% (2024) - School connectedness from 87% (2023) to 90% (2024) <p>Community Engagement in Learning</p> <ul style="list-style-type: none"> - Parents/carers are welcomed into the school community as equal partners. - Regular and clear communication occurs between parents/carers and school personnel about expectations and learning. - Parents/carers are provided with opportunities to learn about how they can support their children's learning. - Parents/carers promote the school and the whole school community celebrates its successes. - We are on an upward trend with Parent Community Engagement, 2021 - 74% positive, 2022 - 81% positive, 2023 - 84% positive - We would like to see this trend continue in 2024 - Similarly with School Communication -2021 - 74% positive, 2022 - 86% positive, 2023 - 87% positive - We would like to see this trend continue in 2024 	

	- Similarly with Teacher Communication -2021 - 57% positive, 2022 - 68% positive, 2023 - 83% positive - We would like to see this trend continue in 2024
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Define actions, outcomes, success indicators and activities

Goal 2	To improve student learning outcomes.
12-month target 2.1 target	This goal is unable to be monitored until 2025
12-month target 2.2 target	<p>Improve the proportion of students in the exceeding proficiency level of Year 3 NAPLAN Reading from 10% to 15%.</p> <p>Improve the proportion of students in the exceeding proficiency level of Year 5 NAPLAN Reading from 25% to 30%.</p> <p>Improve the proportion of students in the exceeding proficiency level of Year 3 NAPLAN Numeracy from 10% to 15%.</p> <p>Improve the proportion of students in the exceeding proficiency level of Year 5 NAPLAN Numeracy from 17% to 22%.</p>
12-month target 2.3 target	<p>To increase or maintain the percentage of positive responses on the AtoSS factors:</p> <p>Differentiated learning from 86% (2023) to 88% (2024)</p> <p>Effective teacher time from 90% (2023) to 90% (2024)</p> <p>Self-regulation and goal setting from 85% (2023) to 88% (2024)</p>
12-month target 2.4 target	To increase the percentage of positive responses on the Staff Opinion Survey factors Academic emphasis from 76% (2023) to 80% (2024).
KIS 2.a Instructional and shared leadership	Embed the PLC process.
Actions	<ul style="list-style-type: none"> - Responsive Teaching Professional Learning CoP - Scheduled fortnightly meetings focusing on a common goal, behaviour and maths will be the focus - Coaching and peer observations to support PLC focus and behaviour management
Outcomes	<ul style="list-style-type: none"> - Reduced number of chronicle entries on Compass for student behaviour - Consistent practices and expectations across F- 6 - Students have clear expectations of behaviour expectations. - Effect size calculated for each term, focusing on KIS.

Success Indicators	<ul style="list-style-type: none"> - Peer observation and coaching model - Attendance of PL for whole staff - Starting Right program documents to reflect behaviour management / responsive teaching - School Staff Survey data - Attitudes to School data - Parent Opinion Survey 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Responsive Teaching Professional Learning CoP	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
Scheduled fortnightly meetings focusing on a common goal, behaviour and maths will be the focus	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Coaching and peer observations to support PLC focus and behaviour management	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,754.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
KIS 2.b	Increase teacher capability to differentiate learning.			

Building practice excellence				
Actions	<ul style="list-style-type: none"> - Establish and embed consistent approaches to formative assessment across the school. - Whole school scope and sequences for literacy and numeracy - Peer observation and coaching model - Learning Walks 			
Outcomes	<ul style="list-style-type: none"> - Teachers will be able to select the most appropriate form of formative assessments to make informed judgements about teaching and learning. - Teachers will be able to make informed adjustments as they teach to support students at point-of-need. - Students will receive more targeted teaching which caters for their needs. 			
Success Indicators	<ul style="list-style-type: none"> - Staff Professional Learning documentation will reflect engagement with formative assessment improvement. - Planning documentation will reflect an understanding of agreed and consistent formative assessment practices. - Coaching notes from observations will show evidence of staff 'checking for understanding' and by using a formative assessment approaches. - Notes from learning walks will show evidence of staff 'checking for understanding' by using a range of formative assessments. - A repository of 'Best Practice' teaching examples will be developed into a 'Playbook/Instructional Handbook' 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Peer Observations and Coaching - Mondays	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Maths Professional Learning with expert	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
KIS 2.c	Increase student agency in their learning.			

Empowering students and building school pride				
Actions	<ul style="list-style-type: none"> - Improved goal setting across the school - Stronger emphasis on reflections at the end of lessons, incorporating responsive teaching. - Junior School Council and Environmental Team actioning projects for the school - Actively engage students in the planning for their learning, including the use of multimodal practices to present their learning experiences. 			
Outcomes	<p>Visible goals for all students in the major learning areas Playbook with responsive teaching practices Visible student driven goals in all major areas of the curriculum Active JSC/Student Voice Team member participation and decision making</p>			
Success Indicators	Goal setting, reflection journals, JSC meeting minutes, environmental team projects, The Anakie Playbook			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Bron Rylie Jones Professional Development	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Reflection Journals	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Education Support	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
The Resilience Project	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To improve student wellbeing and engagement.			
12-month target 3.1 target	To increase the percentage of positive responses on the AtoSS factors: Teacher concern from 84% (2023) to 88% (2024) School connectedness from 87% (2023) to 90% (2024)			
12-month target 3.2 target	To decrease the number of students with 10 – 19.5 days absence from 39% (2023) to 30% (2024).			
12-month target 3.3 target	To maintain the percentage of positive responses on the Parent Opinion Survey factors Positive Transitions at 80% (2023).			
KIS 3.b Building communities	Enhance community connections.			
Actions	SAKG program PFA Information evenings Parent Helper program Collaborative projects with local business School garden and enviro projects Cultural and diversity celebration			
Outcomes	Improved student performance Enhanced school environment			

	Increased parent satisfaction Enriched learning opportunities			
Success Indicators	<ul style="list-style-type: none"> - Improved results in the AtoSS - Student attendance data improvement - Behaviour Management incidents decreased - Stronger wellbeing data on PULSE (Compass) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Cultural Infusion Incursion	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$1,500.00 <input checked="" type="checkbox"/> Other funding will be used
Parent Helpers Course	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 3.c Health and wellbeing	Embed whole-school approach to engagement			
Actions	<ul style="list-style-type: none"> - Parents/carers are welcomed into the school community as equal partners. - Regular and clear communication occurs between parents/carers and school personnel about expectations and learning. - Parents/carers are provided with opportunities to learn about how they can support their children's learning. - Parents/carers promote the school and the whole school community celebrates its successes. 			
Outcomes	<ul style="list-style-type: none"> - Greater amount of positive responses on the Parent Opinion Survey - Active Parent Helper Program - Increased membership on the PFA 			

	<ul style="list-style-type: none"> - Community Day support by the community - Stephanie Alexander Kitchen Garden Program - community days each term 			
Success Indicators	AtoSS Parent Opinion Survey Increased outcome on Staff Survey for Trust Enhanced school environment, including the introduction of garden, vegetable patches and chickens.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Parent Helpers Course	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Stephanie Alexander Kitchen Garden Program	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Westmead Feelings Program	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$24,059.42	\$24,059.42	\$0.00
Disability Inclusion Tier 2 Funding	\$52,824.95	\$52,824.95	\$0.00
Schools Mental Health Fund and Menu	\$30,753.25	\$30,753.25	\$0.00
Total	\$107,637.62	\$107,637.62	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Coaching and peer observations to support PLC focus and behaviour management	\$15,754.00
Reflection Journals	\$1,000.00
Education Support	\$10,000.00
The Resilience Project	\$10,000.00
Stephanie Alexander Kitchen Garden Program	\$5,000.00
Westmead Feelings Program	\$15,000.00
Totals	\$56,754.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Reflection Journals	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Education Support	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing
Stephanie Alexander Kitchen Garden Program	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$16,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Coaching and peer observations to support PLC focus and behaviour management	from: Term 1	\$5,753.25	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing

	to: Term 4		<ul style="list-style-type: none"> ○ Employ CRT to release staff member
The Resilience Project	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> The Resilience Project This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Westmead Feelings Program	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Employ Mental Health Staff in school (eduPay or non-teaching staff)
Totals		\$30,753.25	

Additional funding planner – Total Budget

Activities and milestones	Budget
Education Support Staff - in preparation for DIP	\$50,000.00
Totals	\$50,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Education Support Staff - in preparation for DIP	from: Term 1	\$8,059.42	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Totals		\$8,059.42	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Education Support Staff - in preparation for DIP	from: Term 1 to: Term 4	\$52,824.95	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Totals		\$52,824.95	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Education Support Staff - in preparation for DIP	from: Term 1 to: Term 4		
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Responsive Teaching Professional Learning CoP	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> External consultants Bron Ryrie-Jones	<input checked="" type="checkbox"/> Off-site The Academy
Coaching and peer observations to support PLC focus and behaviour management	<input checked="" type="checkbox"/> Assistant principal	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"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Peer Observations and Coaching - Mondays	<input checked="" type="checkbox"/> Assistant principal	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"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Maths Professional Learning with expert	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Bron Ryrie Jones Professional Development	<input checked="" type="checkbox"/> All staff	from: Term 1	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection			
Stephanie Alexander Kitchen Garden Program	<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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site