

# 2020 Annual Implementation Plan

## for improving student outcomes

Taylors Lakes Primary School (5258)



Submitted for review by Helen Ioannou (School Principal) on 14 November, 2019 at 02:45 PM  
Endorsed by Anne Fox (Senior Education Improvement Leader) on 15 November, 2019 at 09:32 PM  
Endorsed by Shane Huntington (School Council President) on 10 May, 2021 at 10:45 AM

## Self-evaluation Summary - 2020

	<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	Emerging moving towards Evolving
	Evaluating impact on learning	Evolving
<b>Professional leadership</b>	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	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Emerging moving towards Evolving
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

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

<b>Enter your reflective comments</b>	<p><b>Excellence in Teaching and Learning</b> Recent focus on FISO and the Victorian Curriculum has led to strength in our planning documents and understanding of the curriculum by staff. We have built a good professional learning program with a focus on differentiation and ILPs to support and extend students. Collegiality and shared knowledge has improved. Our plan moving forward is to increase focus on understanding and implementation of the HITS. We have a strong program of teacher coaching and modelling in maths and will look to implementing a similar program for reading.</p> <p><b>Professional Leadership</b> We are focussed on teacher professional learning to improve student engagement outcomes. We have strong collegiality and sharing between professional learning teams which can strengthen engagement and outcomes. Teachers are given opportunities to develop their career through external professional learning. The principal and leadership team ensures that the goals of the SSP and AIP priorities are achieved through embedding relevant actions and goals.</p> <p><b>Positive Climate for Learning</b></p>
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	<p>Student individual goals are being used, however our future focus would be on involving students in the development of their personal goals.  Staff professional learning has included a focus on special needs in areas such as behaviour, Dyslexia and ASD.  Lessons are developed with differentiation for support and extension in mind.  Students are aware of behaviour expectations and this is consistently implemented by staff.</p> <p>Community Engagement in Learning  We have well established communication methods with parents/carers and they are given opportunities to participate in the operations of the school. External professionals are accessed to support the health and wellbeing of the students.  Discovery Learning units involve a focus on global perspectives, sustainability and diversity.</p>
<p><b>Considerations for 2020</b></p>	<p>Considerations for next steps:</p> <ul style="list-style-type: none"> <li>- to increase the percentage of students in the top bands of achievement in Literacy and Numeracy</li> <li>- to increase the percentage of students achieving medium and high growth in Literacy and Numeracy</li> <li>- to increase student involvement in learning goals, learning activities and behaviour expectations</li> <li>- to increase parent connectedness with the at school</li> <li>- induction program for new members of the school community</li> <li>- to increase student attendance</li> <li>- to increase opportunities for teachers to reflect, set goals and give and receive feedback</li> </ul>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve the achievement and learning growth of every student in English and Mathematics.
<b>Target 1.1</b>	NAPLAN - On average, all students F-6 will have achieved 12 months of growth in Reading, Writing and Numeracy each year 25% or greater of students to achieve a high relative growth in Reading and Writing (2017 Reading and Writing 21%) 35% or greater of students to achieve a high relative growth in Numeracy (2017 Numeracy 31%) 25% or less of students to achieve a low relative growth in Reading (2017 Reading 27%) 15% or less of students to achieve a low relative growth in Writing (2017 Writing 19%) 18% or less of students to achieve a low relative growth in Numeracy (2017 Numeracy 22%)
<b>Target 1.2</b>	To increase the percentage of students achieving at or above state level in English and Mathematics.
<b>Target 1.3</b>	Improve English and Mathematics through all other key learning areas with a focus on STEM and Digital Technologies.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build teachers' capacity to differentiate teaching and learning to ensure challenge and growth for every student.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Improve students' ability to articulate their learning and develop metacognition.
<b>Goal 2</b>	To empower students to be engaged, motivated and collaborative in their learning.

<b>Target 2.1</b>	Whole school absence data to be at or below state each year of the strategic plan. To reduce unapproved absences from 3.63 (2016) to zero.
<b>Target 2.2</b>	Attitude to School Survey - positive response -School Connectedness to achieve 90% or above -Motivation and Interest to achieve 90% or above -Attitudes to Attendance to achieve 90% or above -Student Voice and Agency Year 4 to achieve to achieve 90% or above -Student Voice and Agency Year 5 to achieve to achieve 90% or above -Student Voice and Agency Year 6 to achieve to achieve 90% or above -Self Regulation and Goal Setting to achieve 90% or above.
<b>Target 2.3</b>	Parent Opinion Survey -School Connectedness at or above 90%.
<b>Key Improvement Strategy 2.a</b> Setting expectations and promoting inclusion	To improve parent and student understanding of the importance and value of attendance at school.
<b>Key Improvement Strategy 2.b</b> Setting expectations and promoting inclusion	To increase student voice and agency throughout the school.
<b>Key Improvement Strategy 2.c</b> Setting expectations and promoting inclusion	Develop and implement a parent engagement strategy to support student learning.

## 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 the achievement and learning growth of every student in English and Mathematics.	Yes	<p>NAPLAN - On average, all students F-6 will have achieved 12 months of growth in Reading, Writing and Numeracy each year 25% or greater of students to achieve a high relative growth in Reading and Writing (2017 Reading and Writing 21%) 35% or greater of students to achieve a high relative growth in Numeracy (2017 Numeracy 31%) 25% or less of students to achieve a low relative growth in Reading (2017 Reading 27%) 15% or less of students to achieve a low relative growth in Writing (2017 Writing 19%) 18% or less of students to achieve a low relative growth in Numeracy (2017 Numeracy 22%)</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Maintain the average percentage of students achieving high growth:            Reading 11% (2019)            Writing 33% (2019)            Numeracy 27% (2019)</p> <p>Maintain the average percentage of students achieving low growth            Reading 20% (2019)            Writing 18% (2019)            Numeracy 23% (2019)</p>
		<p>To increase the percentage of students achieving at or above state level in English and Mathematics.</p>	<p>Yr 3 2019            -Reading 97% (state 88%)            -Writing 98% (state 93%)            -Maths 95% (state 86%)</p> <p>Yr 5 2019            -Reading 88% (state 86%)            -Writing 90% (state 84%)            -Maths 85% (state 85%)</p>

		Improve English and Mathematics through all other key learning areas with a focus on STEM and Digital Technologies.	Continue to develop student knowledge of digital technologies and expand the utilisation of digital technologies in all curriculum areas with a focus on coding.
To empower students to be engaged, motivated and collaborative in their learning.	Yes	Whole school absence data to be at or below state each year of the strategic plan. To reduce unapproved absences from 3.63 (2016) to zero.	To achieve the percentage of students with 20 or more absence days to be at or below state level. To achieve unapproved absences of 41% or below.
		Attitude to School Survey - positive response -School Connectedness to achieve 90% or above -Motivation and Interest to achieve 90% or above -Attitudes to Attendance to achieve 90% or above -Student Voice and Agency Year 4 to achieve to achieve 90% or above -Student Voice and Agency Year 5 to achieve to achieve 90% or above -Student Voice and Agency Year 6 to achieve to achieve 90% or above -Self Regulation and Goal Setting to achieve 90% or above.	To achieve 90% positive response to School Connectedness, Motivation and Interest, Attitudes to Attendance, Student Voice and Agency and Self Regulation and Goal Setting, in the Attitudes to School Survey.
		Parent Opinion Survey -School Connectedness at or above 90%.	To achieve a 90% or above response to School Connectedness in the Parent Opinion Survey.

<b>Goal 1</b>	To improve the achievement and learning growth of every student in English and Mathematics.
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<b>12 Month Target 1.1</b>	<p>Maintain the average percentage of students achieving high growth:  Reading 11% (2019)  Writing 33% (2019)  Numeracy 27% (2019)</p> <p>Maintain the average percentage of students achieving low growth  Reading 20% (2019)  Writing 18% (2019)  Numeracy 23% (2019)</p>	
<b>12 Month Target 1.2</b>	<p>Yr 3 2019  -Reading 97% (state 88%)  -Writing 98% (state 93%)  -Maths 95% (state 86%)</p> <p>Yr 5 2019  -Reading 88% (state 86%)  -Writing 90% (state 84%)  -Maths 85% (state 85%)</p>	
<b>12 Month Target 1.3</b>	Continue to develop student knowledge of digital technologies and expand the utilisation of digital technologies in all curriculum areas with a focus on coding.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build teachers' capacity to differentiate teaching and learning to ensure challenge and growth for every student.	Yes
<b>KIS 2</b> Building practice excellence	Improve students' ability to articulate their learning and develop metacognition.	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>TLPS is working towards the embedding stage of 'Professional learning is evidence-based and modelled on recognised best practice' on the FISO continuum.</p> <p>Our Peer Review in 2017 identified differentiation and metacognition as a priority area for our school.</p> <p>Data shows we need to continue lifting our lowest performing students and extending our students achieving in the top two bands of NAPLAN in reading and numeracy.</p>	
<b>Goal 2</b>	To empower students to be engaged, motivated and collaborative in their learning.	
<b>12 Month Target 2.1</b>	<p>To achieve the percentage of students with 20 or more absence days to be at or below state level.</p> <p>To achieve unapproved absences of 41% or below.</p>	
<b>12 Month Target 2.2</b>	To achieve 90% positive response to School Connectedness, Motivation and Interest, Attitudes to Attendance, Student Voice and Agency and Self Regulation and Goal Setting, in the Attitudes to School Survey.	
<b>12 Month Target 2.3</b>	To achieve a 90% or above response to School Connectedness in the Parent Opinion Survey.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Setting expectations and promoting inclusion	To improve parent and student understanding of the importance and value of attendance at school.	Yes
<b>KIS 2</b> Setting expectations and promoting inclusion	To increase student voice and agency throughout the school.	Yes
<b>KIS 3</b> Setting expectations and promoting inclusion	Develop and implement a parent engagement strategy to support student learning.	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.

TLPS has identified the priorities of improving the parent and student understanding of regular attendance at school as well as improving the level of engagement of our parent community. Student Voice and Agency is an initiative that has been identified as a priority for our school.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve the achievement and learning growth of every student in English and Mathematics.
<b>12 Month Target 1.1</b>	<p>Maintain the average percentage of students achieving high growth:            Reading 11% (2019)            Writing 33% (2019)            Numeracy 27% (2019)</p> <p>Maintain the average percentage of students achieving low growth            Reading 20% (2019)            Writing 18% (2019)            Numeracy 23% (2019)</p>
<b>12 Month Target 1.2</b>	<p>Yr 3 2019            -Reading 97% (state 88%)            -Writing 98% (state 93%)            -Maths 95% (state 86%)</p> <p>Yr 5 2019            -Reading 88% (state 86%)            -Writing 90% (state 84%)            -Maths 85% (state 85%)</p>
<b>12 Month Target 1.3</b>	Continue to develop student knowledge of digital technologies and expand the utilisation of digital technologies in all curriculum areas with a focus on coding.
<b>KIS 1</b> Building practice excellence	Build teachers' capacity to differentiate teaching and learning to ensure challenge and growth for every student.
<b>Actions</b>	<p>Literacy Improvement Strategies:</p> <ul style="list-style-type: none"> <li>- Whole school PL in Reading</li> <li>- Formative assessment in Reading including anecdotal observations and crosschecks</li> <li>- Tracking of 'at risk' students eg. data wall</li> <li>- Reading Learning Progressions</li> </ul>

	<ul style="list-style-type: none"> <li>- Peer observations in Reading</li> <li>- Differentiation to cater for individual learning needs</li> <li>- Individual Learning Plans</li> <li>- Literacy Portal</li> <li>- HITS and pedagogical model embedded</li> </ul> <p>Numeracy Improvement Strategies:</p> <ul style="list-style-type: none"> <li>- Numeracy Support and Extension Programs</li> <li>- Numeracy Learning Progressions &amp; Continuums (refer to TLPS whole school documents made in 2019)</li> <li>- Anecdotal observations/goal setting (PLT focus)</li> <li>- Metal Computation Strategy Posters (refer to whole school program developed in 2018 &amp; 2019)</li> <li>- HITS and instructional teaching model embedded</li> <li>- Simple Maths PD- Fractions and Decimals</li> <li>- Peer Observations</li> <li>- Share resources from the Department's Numeracy Portal (differentiated numeracy lessons)</li> <li>- PL/staff development with a focus on pre &amp; post assessment and problem solving.</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Strong presence of Leaders to ensure teaching and learning programs are robust</li> <li>- Planners</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Individual Learning Plans</li> <li>- Student data - NAPLAN, Accelerus, PAT</li> <li>- Student Learning Reflections/Journals</li> <li>- Anecdotal Observations/conferencing notes</li> </ul>			
<b>Outcomes</b>	<p>Critical analysis of data to identify student capabilities and needs.  All teachers to be differentiating their learning and teaching programs based on student needs.  All planners to demonstrate evidence of enabling and extending prompts and activities.</p>			
<b>Success Indicators</b>	<p>NAPLAN reading and numeracy data will reflect improvement in student outcomes as a result of differentiated learning programs. A particular focus will be on extending high achieving students and supporting 'at risk' students.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

<p>Professional Learning/PLT/Staff meetings</p> <ul style="list-style-type: none"> <li>- NAPLAN data analysis</li> <li>- Jo Boaler Reflection: Mathematical Mindsets</li> <li>- Child in focus</li> <li>- Feedback (professional reading)</li> <li>- Simply Maths Fractions and Decimals PD</li> <li>- Matific PD</li> <li>- Pre and post assessment</li> <li>- Balanced Reading Block PD</li> <li>- Reading Conferences</li> <li>- Assessment eg anecdotal notes and observations</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>- extension groups year 4 reading</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>- year 3 extension and support</li> <li>- year 5 extension and support</li> <li>- year 2 extension and support</li> <li>- year 4 extension and support</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$237,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Improve students' ability to articulate their learning and develop metacognition.			
<b>Actions</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- articulate learning goals, strategies and future learning</li> <li>- different forms of feedback eg. peer feedback, teacher feedback, self reflections</li> <li>- co-construction of learning intentions and success criteria</li> <li>- improve NAPLAN data growth from years 3 to 5</li> <li>- continue to maintain percentage of students achieving high and low growth</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- co-construction of child friendly learning intentions and success criteria</li> <li>- providing opportunity for greater student reflection and agency</li> <li>- instructional practices embedded in all programs</li> <li>- Individual Learning Plans evident in all planning</li> <li>- Differentiate learning programs to meet the needs of all students (the Pedagogical Model)</li> </ul>			

<b>Outcomes</b>	We expect to see students articulating their learning goals, strategies and progress. Explicit teaching and modelling of metacognitive strategies by classroom teachers.				
<b>Success Indicators</b>	See evidence of metacognition in classrooms such as: -Learning journals -Goal setting -Thinking strategies and tools -Referring to the learning intentions and success criteria				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>	
PLT: -Professional readings -Staff reflection -Sharing of resources	<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	
<b>Goal 2</b>	To empower students to be engaged, motivated and collaborative in their learning.				
<b>12 Month Target 2.1</b>	To achieve the percentage of students with 20 or more absence days to be at or below state level. To achieve unapproved absences of 41% or below.				
<b>12 Month Target 2.2</b>	To achieve 90% positive response to School Connectedness, Motivation and Interest, Attitudes to Attendance, Student Voice and Agency and Self Regulation and Goal Setting, in the Attitudes to School Survey.				
<b>12 Month Target 2.3</b>	To achieve a 90% or above response to School Connectedness in the Parent Opinion Survey.				
<b>KIS 1</b> Setting expectations and promoting inclusion	To improve parent and student understanding of the importance and value of attendance at school.				
<b>Actions</b>	Develop teacher understanding in the use of absence data and the importance of correct recording of codes. Improve parent understanding of the impact of absence from school through the newsletter, reports, parent teacher interviews, etc. Improve student understanding of the impact of absence from school and support teachers to emphasise this.				

<b>Outcomes</b>	Reduction of absences. Improvement in punctuality. Improvement in accuracy of attendance data.			
<b>Success Indicators</b>	Decrease in absences per student. Decrease in the number of students with 20 or more absence days. Improved level of punctuality.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Newsletter and Flexibuzz communication to parents re attendance.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Setting expectations and promoting inclusion	To increase student voice and agency throughout the school.			
<b>Actions</b>	Continue to develop teacher understanding of Student Voice and Agency. Improve level of Student Voice and Agency in existing curriculum programs. Continue Student Voice Team.			
<b>Outcomes</b>	Students will have more voice and agency in their own learning and how it is assessed. Students will have more voice and agency in whole school level activities.			
<b>Success Indicators</b>	Evidence of student voice in the classroom. Successful student leadership system and Student Voice Team.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Student Voice Team to meet regularly to discuss school activities and develop student led initiatives.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00



	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Teachers to incorporate more student voice and agency into curriculum.	<input checked="" type="checkbox"/> Teacher(s)	<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> Setting expectations and promoting inclusion	Develop and implement a parent engagement strategy to support student learning.			
<b>Actions</b>	Engage parents in student learning through consistent teacher use of Seesaw app and Flexibuzz. Develop a 'Welcome Pack' for new parents (other than foundation level). Increase the number of school activities which can engage and involve parents.			
<b>Outcomes</b>	Parent involvement in student learning and other opportunities at the school.			
<b>Success Indicators</b>	Parent participation and involvement in school activities. Improved Parent Opinion Survey data.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Improve 'Welcome Pack' for parents of new students (other than foundation).	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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	\$237,000.00	\$237,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$237,000.00</b>	<b>\$237,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional Learning/PLT/Staff meetings - NAPLAN data analysis - Jo Boaler Reflection: Mathematical Mindsets - Child in focus - Feedback (professional reading) - Simply Maths Fractions and Decimals PD - Matific PD - Pre and post assessment - Balanced Reading Block PD - Reading Conferences - Assessment eg anecdotal notes and observations  Literacy - extension groups year 4 reading  Numeracy - year 3 extension and support - year 5 extension and support - year 2 extension and support - year 4 extension and support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources  <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$237,000.00	\$237,000.00

<b>Totals</b>		\$237,000.00	\$237,000.00
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### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Professional Learning/PLT/Staff meetings</p> <ul style="list-style-type: none"> <li>- NAPLAN data analysis</li> <li>- Jo Boaler Reflection: Mathematical Mindsets</li> <li>- Child in focus</li> <li>- Feedback (professional reading)</li> <li>- Simply Maths Fractions and Decimals PD</li> <li>- Matific PD</li> <li>- Pre and post assessment</li> <li>- Balanced Reading Block PD</li> <li>- Reading Conferences</li> <li>- Assessment eg anecdotal notes and observations</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>- extension groups year 4 reading</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>- year 3 extension and support</li> <li>- year 5 extension and support</li> <li>- year 2 extension and support</li> <li>- year 4 extension and support</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants  Simply Maths Sheena and Louise	<input checked="" type="checkbox"/> On-site

PLT: -Professional readings -Staff reflection -Sharing of resources	<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"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
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