

2020 Annual Implementation Plan

for improving student outcomes

Dinjerra Primary School (5450)



Submitted for review by Graeme Smith (School Principal) on 04 December, 2019 at 03:20 PM
Endorsed by John Stone (Senior Education Improvement Leader) on 04 March, 2020 at 03:56 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

Positive climate for learning	Empowering students and building school pride	Emerging
	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	Emerging
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Emerging

Enter your reflective comments	As 2019 has been a year of inconvenience due to the building works, the dirt, mud dust and noise along with the overcrowding, it is not surprising that our journey on the FISO Improvement Model Dimensions has been a bit slower than we would have liked.
Considerations for 2020	We have had to make an educated guess about our teams and our structure for 2020 because Stage One of a new Stockland housing development in our enrolment zone is just coming on stream and there is a chance that combined with the opening of the new buildings will come an influx of new students.
Documents that support this plan	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>-Instructional practice -To ensure all students improve their literacy and numeracy outcomes.</p>
<p>Target 1.1</p>	<p>Student Outcomes: Fountas & Pinnell</p> <ul style="list-style-type: none"> • Students deemed capable (not on PSD program) at or above expected benchmark to maintain AT LEAST 15 months growth. • Students deemed capable below expected benchmark to make at least 18 months growth. <p>NAPLAN</p> <ul style="list-style-type: none"> • Targets will be set annually for each Year 3 cohort to at least maintain the percentage of students deemed capable in the top two bands of NAPLAN Reading, Writing and Numeracy in Year 5. (Moderated to take into account students not deemed capable) • Targets will be set annually for each Year 3 cohort to reduce the percentage of students deemed capable in the bottom two bands by at least 25%. (Moderated to take into account student not deemed capable). <p>PLC</p> <ul style="list-style-type: none"> • At the end of the SSP, the school will be at or above 'embedding' for all areas in the PLC Maturity matrix. At the end of the SSP, the school will be at or above 'embedding' in the following FISO Continua of Practice

	<p>-Building Practice Excellence -Evaluating impact on learning</p> <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • 80 % of staff have a positive response to the following dimensions: <p>Collective efficacy- Collaborate to plan curriculum</p> <p>Academic emphasis- Understand curriculum</p> <p>Student Attitude to School Survey</p> <p>80 % of students have a positive response to the following dimensions:</p> <p>Student Voice & Agency</p>
<p>Key Improvement Strategy 1.a Building practice excellence</p>	<p>Enhance the data literacy of all staff to utilise achievement data to inform teacher practice. Build capacity of PLTs to focus on student learning outcomes Develop teacher knowledge and use of the high impact teaching strategies (4) Enhance teacher instructional capacity in teaching in Num & Lit</p>

<p>Goal 2</p>	<p>-Guaranteed and Viable Curriculum -To provide a coherent curriculum and assessment schedule to meet the needs of all students.</p>
<p>Target 2.1</p>	<p><u>Staff Opinion Survey</u> 80 % of staff have a positive response to the following dimensions: Teaching & Learning: Implementation Use High Impact Teaching Strategies School Climate Guaranteed and Viable Curriculum At the end of the SSP, the school will be at or above ‘embedding’ in the following FISO Continua of Practice dimensions. • Curriculum planning and assessment</p>
<p>Key Improvement Strategy 2.a Curriculum planning and assessment</p>	<p>- Develop whole school approaches to the use of data to inform targeted learning opportunities - Develop a Guaranteed and Viable Curriculum in Numeracy</p>
<p>Goal 3</p>	<p>To build leadership teams to improve student learning outcomes.</p>
<p>Target 3.1</p>	<p>• At the end of the SSP, the school will be at or above ‘embedding’ in the following FISO Continua of Practice dimensions -Building Leadership Teams -Instructional and shared leadership</p>

	<p>-Strategic resource Management</p> <ul style="list-style-type: none"> • 80% of staff have a positive response to the school leadership module (School Staff survey)
<p>Key Improvement Strategy 3.a Building leadership teams</p>	<ul style="list-style-type: none"> - Establish accountability processes to monitor school improvement - Develop leadership skills to lead Professional Learning Communities / Communities of Practice - Explore opportunities to develop a culture of professional dialogue across the school.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>-Instructional practice</p> <p>-To ensure all students improve their literacy and numeracy outcomes.</p>	<p>Yes</p>	<p>Student Outcomes:</p> <p>Fountas & Pinnell</p> <ul style="list-style-type: none"> • Students deemed capable (not on PSD program) at or above expected benchmark to maintain AT LEAST 15 months growth. • Students deemed capable below expected benchmark to make at least 18 months growth. <p>NAPLAN</p> <ul style="list-style-type: none"> • Targets will be set annually for each Year 3 cohort to at least maintain the percentage of students deemed capable in the top two bands of NAPLAN Reading, Writing and Numeracy in Year 5. (Moderated to take into account students not deemed capable) • Targets will be set annually for each Year 3 cohort to reduce the percentage of students deemed capable in the bottom two bands by at least 25%. (Moderated to take into account student not deemed capable). 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>At the end of the 2020 school year, 80% of students assessed against the Victorian Curriculum for Writing will have achieved at least 12 months of growth (teacher judgements) from the 2019 progression points.</p> <p>Grade 3 NAPLAN Writing to maintain 80% of students in the middle 2 and top 2 bands.</p> <p>Grade 5 NAPLAN Writing to decrease the bottom 2 bands to 20%.</p> <p>Increase the results in all sectors of the Student Voice and Agency in the 2020 Student Survey to a minimum of 70% overall results.</p>

	<p>PLC</p> <ul style="list-style-type: none"> • At the end of the SSP, the school will be at or above 'embedding' for all areas in the PLC Maturity matrix. <p>At the end of the SSP, the school will be at or above 'embedding' in the following FISO Continua of Practice</p> <ul style="list-style-type: none"> -Building Practice Excellence -Evaluating impact on learning <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • 80 % of staff have a positive response to the following dimensions: <p>Collective efficacy- Collaborate to plan curriculum</p> <p>Academic emphasis- Understand curriculum</p> <p>Student Attitude to School Survey</p> <p>80 % of students have a positive response to the following dimensions:</p> <p>Student Voice & Agency</p>	
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<p>-Guaranteed and Viable Curriculum</p> <p>-To provide a coherent curriculum and assessment schedule to meet the needs of all students.</p>	<p>Yes</p>	<p>Staff Opinion Survey 80 % of staff have a positive response to the following dimensions: Teaching & Learning: Implementation Use High Impact Teaching Strategies</p> <p>School Climate Guaranteed and Viable Curriculum</p> <p>At the end of the SSP, the school will be at or above 'embedding' in the following FISO Continua of Practice dimensions.</p> <ul style="list-style-type: none"> • Curriculum planning and assessment 	<p>Essential Learnings for Measurement and Statistics & Probability will be completed for Mathematics Curriculum.</p> <p>75% positive response to Collective Efficacy in Staff Survey</p> <p>75% positive response to Understand Curriculum in Staff Survey</p> <p>75% positive response to Use HITS in Staff Survey</p>
<p>To build leadership teams to improve student learning outcomes.</p>	<p>No</p>	<p>At the end of the SSP, the school will be at or above 'embedding' in the following FISO Continua of Practice dimensions.</p> <ul style="list-style-type: none"> • Curriculum planning and assessment 	<p>At the end of the SSP, the school will be at or above 'embedding' in the following FISO Continua of Practice dimensions</p> <ul style="list-style-type: none"> -Building Leadership Teams -Instructional and shared leadership -Strategic resource Management

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Goal 1	<p>-Instructional practice</p> <p>-To ensure all students improve their literacy and numeracy outcomes.</p>		
12 Month Target 1.1	<p>At the end of the 2020 school year, 80% of students assessed against the Victorian Curriculum for Writing will have achieved at least 12 months of growth (teacher judgements) from the 2019 progression points.</p> <p>Grade 3 NAPLAN Writing to maintain 80% of students in the middle 2 and top 2 bands.</p> <p>Grade 5 NAPLAN Writing to decrease the bottom 2 bands to 20%.</p> <p>Increase the results in all sectors of the Student Voice and Agency in the 2020 Student Survey to a minimum of 70% overall results.</p>		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Building practice excellence	<p>Enhance the data literacy of all staff to utilise achievement data to inform teacher practice.</p> <p>Build capacity of PLTs to focus on student learning outcomes</p> <p>Develop teacher knowledge and use of the high impact teaching strategies (4)</p> <p>Enhance teacher instructional capacity in teaching in Num & Lit</p>		Yes

<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>We want to imbed the PLC model into our every day activities. We want to develop teacher instructional practice in the area of Writing through the PLC Inquiry Cycle to ensure consistency of quality practice across all classrooms. Establish consistent instructional practice across the school in Writing through collaborative inquiry based PLC processes.</p>	
<p>Goal 2</p>	<p>-Guaranteed and Viable Curriculum -To provide a coherent curriculum and assessment schedule to meet the needs of all students.</p>	
<p>12 Month Target 2.1</p>	<p>Essential Learnings for Measurement and Statistics & Probability will be completed for Mathematics Curriculum. 75% positive response to Collective Efficacy in Staff Survey 75% positive response to Understand Curriculum in Staff Survey 75% positive response to Use HITS in Staff Survey</p>	
<p>Key Improvement Strategies</p>		
<p>KIS 1 Curriculum planning and assessment</p>	<ul style="list-style-type: none"> - Develop whole school approaches to the use of data to inform targeted learning opportunities - Develop a Guaranteed and Viable Curriculum in Numeracy 	<p>Is this KIS selected for focus this year? 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>Continue to develop the capacity of leaders and teachers to use data to inform their instructional practice and measure impact.</p>	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>-Instructional practice -To ensure all students improve their literacy and numeracy outcomes.</p>
<p>12 Month Target 1.1</p>	<p>At the end of the 2020 school year, 80% of students assessed against the Victorian Curriculum for Writing will have achieved at least 12 months of growth (teacher judgements) from the 2019 progression points.</p> <p>Grade 3 NAPLAN Writing to maintain 80% of students in the middle 2 and top 2 bands.</p> <p>Grade 5 NAPLAN Writing to decrease the bottom 2 bands to 20%.</p> <p>Increase the results in all sectors of the Student Voice and Agency in the 2020 Student Survey to a minimum of 70% overall results.</p>
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<p>Actions</p>	<p>Use PLC processes to improve teacher efficacy. Develop teacher instructional practice in the area of Writing through the PLC Inquiry Cycle to ensure consistency of quality practice across classrooms.</p>
<p>Outcomes</p>	<p>The school expects to see the following Outcomes (changes in knowledge, skills or behaviours).</p> <p>Leaders will: use multiple sources of evidence to track student data and use this to drive student improvement through collaborative planning and the PLC Inquiry cycle.</p> <p>Teachers will: understand the structure of the PLC Inquiry Cycle; establish/improve peer coaching; skills; use the PLC Inquiry Cycle regularly to plan and improve student outcomes.</p> <p>Students will: be able to articulate their learning goals.</p>

<p>Success Indicators</p> <p>Leaders will: use multiple sources of evidence to track student data and use this to drive student improvement through collaborative planning and the PLC Inquiry cycle. Success Indicators could include: notes from leadership team meetings reflecting on progress; SIT meeting minutes; lesson plans and observation notes; notes from peer coaching; notes from learning walks.</p> <p>Teachers will: understand the structure of the PLC Inquiry Cycle; establish/improve peer coaching; skills; use the PLC Inquiry Cycle regularly to plan and improve student outcomes. Success Indicators could include: lesson plans; notes from peer coaching observations, PLC meeting minutes...</p> <p>Students will: be able to articulate their learning goals. Success Indicators could include: leader notes from conversations with students during learning walks</p>									
<p>Activities and Milestones</p> <p>Improve student outcomes through collaborative planning, assessment practices and moderation.</p>	<table border="1"> <thead> <tr> <th data-bbox="598 840 694 974">Who</th> <th data-bbox="598 974 694 1198">Is this a PL Priority</th> <th data-bbox="598 1198 694 1473">When</th> <th data-bbox="598 1473 694 1899">Budget</th> </tr> </thead> <tbody> <tr> <td data-bbox="694 840 1050 974"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal </td> <td data-bbox="694 974 1050 1198"> <input checked="" type="checkbox"/> PLP Priority </td> <td data-bbox="694 1198 1050 1473"> from: Term 1 to: Term 4 </td> <td data-bbox="694 1473 1050 1899"> \$14,000.00 <input checked="" type="checkbox"/> Equity funding will be used </td> </tr> </tbody> </table>	Who	Is this a PL Priority	When	Budget	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00 <input checked="" type="checkbox"/> Equity funding will be used
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KIS 1 Curriculum planning and assessment	<ul style="list-style-type: none"> - Develop whole school approaches to the use of data to inform targeted learning opportunities - Develop a Guaranteed and Viable Curriculum in Numeracy 								
Actions	Use data to focus and drive collaborative improvement and evaluate impact on learning.								
Outcomes	<p>Leaders will: use multiple sources of evidence to track student data and use this to drive student improvement through collaborative planning and the PLC Inquiry cycle.</p> <p>Teachers will: understand the structure of the PLC Inquiry Cycle; establish/improve peer coaching; skills; use the PLC Inquiry Cycle regularly to plan and improve student outcomes.</p> <p>Students will: be able to articulate their learning goals.</p>								
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	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Continue and build on the Fountas & Pinnell LLI Program. Further develop classroom libraries and provide additional library ES time.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$101,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide additional SWC time to further develop SWPB throughout the school 0.8	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$47,625.00 <input checked="" 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	\$175,515.00	\$173,841.00
Additional Equity funding	\$189,819.00	\$189,819.00
Grand Total	\$365,334.00	\$363,660.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Improve student outcomes through collaborative planning, assessment practices and moderation.	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) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets	\$14,000.00	\$13,666.00
Use the Learning Specialist to lead and support the teams and the PLC implementation. Provide time for internal coaching 2 x 0.1	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)	\$12,890.00	\$12,890.00

			<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets			
Continue and build on the Fountas & Pinnell LLI Program. Further develop classroom libraries and provide additional library ES time.	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) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets		\$101,000.00	\$99,660.00	
Provide additional SWC time to further develop SWPB throughout the school 0.8	from: Term 1 to: Term 4			\$47,625.00	\$47,625.00	
Totals				\$175,515.00	\$173,841.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
PSD	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets	\$189,819.00	\$189,819.00
Totals			\$189,819.00	\$189,819.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Improve student outcomes through collaborative planning, assessment practices and moderation.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site
Use the Learning Specialist to lead and support the teams and the PLC implementation. Provide time for internal coaching 2 x 0.1	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

<p>Continue and build on the Fountas & Pinnell LLI Program. Further develop classroom libraries and provide additional library ES time.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<p><input checked="" type="checkbox"/> On-site</p>
<p>Provide additional SWC time to further develop SWPB throughout the school 0.8</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<p><input checked="" type="checkbox"/> On-site</p>