2024 Annual Implementation Plan

for improving student outcomes

Victorian College For The Deaf (3774)

Submitted for review by Margaret Tope (School Principal) on 08 February, 2024 at 10:46 AM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 04 March, 2024 at 04:14 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	

	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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	No	Support for the priorities	
Improve learning growth and achievement for all students	Yes	By 2026 80% of students to achieve 80% success on embedded formative assessments taken from the Direct Instruction program provided at their level	End of 2024, 76% of students to achieve 80% success on embedded formative assessments taken from the DI program provided for their level (from 73% 2023 to 76% 2024)
		By 2026 50% of students to achieve 6 months growth for 12 months of instruction, according to teacher judgements for: • reading from 52% (2022) • writing from 60% (2022) • numeracy from 44% (2022)	Progression Points to move by a minimum of 6 months for 12 months of teaching in: reading from 52% 2022 (actual achievement) to 55% 2024writing from 60% 2022 (actual achievement) to 41% 2023 (actual achievement) to 45% 2024numeracy from 46% 2022 (actual achievement) to 50% 2024
		By 2026 increase the percentage of positive responses in the School Staff Survey factors, based on 2022 figures, from: • 85% to 89% for academic emphasis • 79% to 83% for collective efficacy • 79% to 83% for teacher collaboration • 71% to 81% for understand how to analyse data	School Staff survey factors: Academic emphasis: from 85% 2022 to 86% 2023 to 87% 2024Collective efficacy 79% 2022 to 80% 2023 to 81% 2024Teacher collaboration: 79% 2022 to 80% 2023 to 81% 2024Understand how to analyse data: 71%

		• 97% to 97% for instructional leadership	2022 to 72% 2023 to 73% 2024Instructional Leadership: 97% 2022 to 97% 2023 to 97% 2024
		By 2026 all senior students will have an informed pathways plan	100% of Senior Students will have an informed pathways plan.
Empower all students as active agents in their learning	No	By 2026 the percentage of positive responses in the Attitudes to School Survey, based on 2022 figures, to increase from: • 46% to 52% for student voice and agency • 45% to 52% for stimulated learning • 56% to 60% for self-regulation and goal setting	
		By 2026 decrease the percentage of students with 20 or more absence days from 39% in 2022 to 30% or below	
		By 2026 increase the percentage of positive responses in the School Staff Survey factors, based on 2022 figures, from: • 86% to 88% for focus learning on real life problems • 86% to 88% for promote student ownership of learning • 93% to 94% for use student feedback to improve practice • 86% to 88% for plan differentiated learning activities	
		By 2026 the percentage of positive responses in the Parent Opinion Survey, based on 2022 figures, to increase from: • NDP% to 75% for teacher communication • NDP% to 75% for student voice and agency • NDP% to 75% for student connectedness	
Maximise student wellbeing and engagement in their learning	Yes	By 2026 the percentage of positive responses in the Attitudes to School Survey, based on 2022 figures, to increase from:	AtoSS factors: Emotional Awareness and Self Regulation: from 56% 2022 to 57% 2023 to

		· 56% to 60% for emotional awareness and self-regulation · 68% to 73% for resilience · NDP% to 50% for sense of inclusion · 44% to 50% for school connectedness	58% 2024Resilience: from 68% 2022 to 69% 2023 to 70% 2024Inclusion: from NDP% 2022 to 50% 2023 to 50% 2024School connectedness: from 44% 2022 to 45% 2023 to 46% 2024
		By 2026 the percentage of positive responses in the Parent Opinion Survey, based on 2022 figures, to increase from: · NDP% to 75% for positive transitions · NDP% to 75% for support services · NDP% to 75% for confidence and resiliency skills	Parent Opinion Survey factors:Positive Transitions: from NDP% 2022 to 75% 2023 to 75% 2024Support Services: from NDP% 2022 to 75% 2023 to 75% 2024Confidence and resiliency skills: from NDP% 2022 to 75% 2023 to 75% 2024
		By 2026 increase the percentage of positive responses in the School Staff Survey factors, based on 2022 figures, from: · By 2026 increase the percentage of positive responses in the School Staff Survey factors, based on 2022 figures, from: · 100% to 100% for support growth and learning of the whole student · 68% to 75% for trust in students and parents · NDP% to 75% for build resilience and a resilient, supportive environment	School Staff Survey: By 2024 increase the percentage of positive responses in the School Staff Survey factors from:100% to 100% for support growth and learning of the whole student68% to 70% for trust in students and parentsNDP% to 75% for build resilience and a resilient, supportive environment

Goal 2	Improve learning growth and achievement for all students
12-month target 2.1-month target	End of 2024, 76% of students to achieve 80% success on embedded formative assessments taken from the DI program provided for their level (from 73% 2023 to 76% 2024)
12-month target 2.2-month target	Progression Points to move by a minimum of 6 months for 12 months of teaching in: reading from 52% 2022 (actual achievement) to 55% 2024

	writing from 60% 2022 (actual achievement) to 41% 2023 (actual achievement) to 45% 2024 numeracy from 46% 2022 (actual achievement) to 50% 2024
12-month target 2.3-month target	School Staff survey factors: Academic emphasis: from 85% 2022 to 86% 2023 to 87% 2024 Collective efficacy 79% 2022 to 80% 2023 to 81% 2024 Teacher collaboration: 79% 2022 to 80% 2023 to 81% 2024 Understand how to analyse data: 71% 2022 to 72% 2023 to 73% 2024 Instructional Leadership: 97% 2022 to 97% 2023 to 97% 2024
12-month target 2.4-month target	100% of Senior Students will have an informed pathways plan.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Strengthen explicit systems for collaboration, classroom observation, modelling of effective practice, feedback and structured coaching	No
KIS 2.b Assessment	Build staff and school capability to further develop and strengthen summative and formative assessments and adjust their instruction to cater for individual learning needs.	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.	High amount of staff turnover. Need time to induct new staff to the pedagogy and assessments of VCD, to develop capacity. Our self-evaluation against the FISO Continua noted that we have ongoing work to do in the area of student assessment and data literacy, particularly in light of the staff that will be new to VCD next year, and the limited teaching personnel catering to A-12 of the curriculum. We would like to focus on developing teacher confidence in using data, moderation of student work samples. Selection of this KIS builds on our recent work where we continued to develop and document a guaranteed and viable curriculum and assessment framework.

Goal 4	**Maximise student wellbeing and engagement in their learning**
12-month target 4.1-month target	AtoSS factors: Emotional Awareness and Self Regulation: from 56% 2022 to 57% 2023 to 58% 2024

	Resilience: from 68% 2022 to 69% 2023 to 70% 2024 Inclusion: from NDP% 2022 to 50% 2023 to 50% 2024 School connectedness: from 44% 2022 to 45% 2023 to 46% 2024
12-month target 4.2-month target	Parent Opinion Survey factors: Positive Transitions: from NDP% 2022 to 75% 2023 to 75% 2024 Support Services: from NDP% 2022 to 75% 2023 to 75% 2024 Confidence and resiliency skills: from NDP% 2022 to 75% 2023 to 75% 2024
12-month target 4.3-month target	School Staff Survey: By 2024 increase the percentage of positive responses in the School Staff Survey factors from: 100% to 100% for support growth and learning of the whole student 68% to 70% for trust in students and parents NDP% to 75% for build resilience and a resilient, supportive environment

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Support and resources	Develop and implement strategies to support students to build resilience	No
KIS 4.b Support and resources	Strengthen students' social skills and abilities to build positive relationships with their peers, families, and communities	Yes
KIS 4.c Engagement	Strengthen student sense of self as a deaf or hard of hearing individual and ability to draw on necessary deaf and life skills	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.	KIS 4.b will address the issues that create barriers to learning including, loneliness, isolation, poor emotional regulation and wellbeing, and lack of family support and connectedness to learning. KIS 4.b has been chosen to support our progress towards our targets: • 56% to 60% for emotional awareness and self-regulation • 68% to 73% for resilience, • NDP% to 50% for sense of inclusion • 44% to 50% for school connectedness, and therefore our goal to maximise student wellbeing and engagement in their learning.

Define actions, outcomes, success indicators and activities

Goal 2	Improve learning growth and achievement for all students
12-month target 2.1 target	End of 2024, 76% of students to achieve 80% success on embedded formative assessments taken from the DI program provided for their level (from 73% 2023 to 76% 2024)
12-month target 2.2 target	Progression Points to move by a minimum of 6 months for 12 months of teaching in: reading from 52% 2022 (actual achievement) to 55% 2024 writing from 60% 2022 (actual achievement) to 41% 2023 (actual achievement) to 45% 2024 numeracy from 46% 2022 (actual achievement) to 50% 2024
12-month target 2.3 target	School Staff survey factors: Academic emphasis: from 85% 2022 to 86% 2023 to 87% 2024 Collective efficacy 79% 2022 to 80% 2023 to 81% 2024 Teacher collaboration: 79% 2022 to 80% 2023 to 81% 2024 Understand how to analyse data: 71% 2022 to 72% 2023 to 73% 2024 Instructional Leadership: 97% 2022 to 97% 2023 to 97% 2024
12-month target 2.4 target	100% of Senior Students will have an informed pathways plan.
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff and school capability to further develop and strengthen summative and formative assessments and adjust their instruction to cater for individual learning needs.
Actions	Leadership will focus on developing staff capability with formative assessment following these procedures: TAPPLE Teach first Ask a question.

	Pair share Pick a non-volunteer. Listen to the response. Effective feedback (correct answer) • High five, acknowledge – yes, affirm. • Students had the correct answers, so you are ready to move on to the next part of the lesson. Effective feedback (incorrect answer) • Two wrong answers reteach. • Provide cues and prompts. • I'll come back to you. • Pair share again. • De-escalate the question. Rephrase as multiple choice. • Explain how you got your answer. • Have students read the answer. Tell them the answer. • Fake the stick. Whiteboards, the best way to CFU • See all the students' responses. • Verify the ability of all students. These strategies will be the focus of peer observation/feedback and professional learning through scheduled school meetings. Improving formative assessment via these strategies has a direct knock on effect to the adjustment of teacher instruction.
Outcomes	Students: 1. Knowledge: Growth in knowledge, specifically, literacy, numeracy and world knowledge 2. Skill: Application of the knowledge by doing. 3. Understanding and implementing the 'commands' of the teacher when using TAPPLE strategies. Staff: 1. Knowledge: teachers knowing where each learner in their class is at for learning content. Teachers aware of the need for pace and rigor. 2. Skill: Application of the TAPPLE strategies throughout each lesson. In the moment repair of student misconceptions while being aware of pace and rigor. 3. Behaviour: Differentiating and adjusting teaching in the moment to match the learning point of need of individual students in the class - staff demonstrating they understand how to use data; Leaders: 1. Frequent and timely data for leadership to monitor student growth data against school targets and goals; 2. Growing capability in staff profile to develop future leaders for VCD and the system.

Success Indicators	1. Student attendance; 2. Student achievement data for DI resources; Embedded assessment data achieving 80% or greater for 76% of students for literacy and numeracy 3. Student achievement data Progression Point; Academic growth in other subjects achieving at least 6 months growth for 12 months of teaching. 4. Teachers vignettes: segments of the lesson for later analysis and data tracking; 5. AtoSS - students to respond to questions in "Stimulated Learning" to move from 71% to match the state average (for 2023) of 75% 6. School staff survey result for "understand how to analyse data" to move from 74% to 78%

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Activity 1 Professional learning at Literacy/Numeracy PLTs. The focus is on formative assessment. Each strategy will be taught and practised with staff (TAPPLE), from Dataworks, Hollingsworth & Ybarra, as well as using Doug Lemov's, "Teach Like a Champion" resource.	☑ Teaching and learning coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Activity 2 Teaching & Learning Coach to film themselves modelling TAPPLE to create a professional learning library of formative assessment techniques based on TAPPLE	☑ Teaching and learning coordinator	☑ PLP Priority	from: Term 1 to: Term 3	$0.00
Activity 3 Staff to film themselves on a fortnightly basis to analyse own teaching practice and to share with T&L Coach/leadership/direct report.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Activity 4 Staff to increase their use of and effectiveness of TAPPLE through professional dialogue and feedback from videos, and pedagogical practice in PLT meeting times.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Activity 5 Staff to link their formative assessment teaching practice directly with summative assessment results of student learning and to share with T&L coach/leadership/direct report	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 4	Maximise student wellbeing and engagement in their learning
12-month target 4.1 target	AtoSS factors: Emotional Awareness and Self Regulation: from 56% 2022 to 57% 2023 to 58% 2024 Resilience: from 68% 2022 to 69% 2023 to 70% 2024 Inclusion: from NDP% 2022 to 50% 2023 to 50% 2024 School connectedness: from 44% 2022 to 45% 2023 to 46% 2024
12-month target 4.2 target	Parent Opinion Survey factors: Positive Transitions: from NDP% 2022 to 75% 2023 to 75% 2024 Support Services: from NDP% 2022 to 75% 2023 to 75% 2024 Confidence and resiliency skills: from NDP% 2022 to 75% 2023 to 75% 2024
12-month target 4.3 target	School Staff Survey: By 2024 increase the percentage of positive responses in the School Staff Survey factors from: 100% to 100% for support growth and learning of the whole student 68% to 70% for trust in students and parents NDP% to 75% for build resilience and a resilient, supportive environment
KIS 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen students' social skills and abilities to build positive relationships with their peers, families, and communities

Actions	1. Wellbeing team participation in co-facilitating RRRR and Health Curriculum 2. Parent and Student resilience program designed and developed by the wellbeing team. 3. Implementation of SWPBS 4. Development and Implementation of VCD student wellbeing journals that cover social-connectedness, family relationships, identity strengths based self awareness, resilience etc 5. Individual learning Plans – implemented school wide. 6. Auslan for families 7. Professional learning for teaching teams on trauma informed practice 8. Mental health practitioner counselling support for individual students and families. 9. Partnership with external Deaf organisations to foster student inclusion, empowerment and connectedness eg ; Youth Club, NDIS activities and navigator role implementation
Outcomes	1. Student through RRRR curriculum assessment will demonstrate greater self awareness and positive respectful relationships with others . 2. Student behaviour will visibly improve, less disengagement, reduced bullying across VCD data sets 3. Parent participation in parent events will increase and feedback will be positive regarding knowledge and skills about parenting children for resilience and family inclusion 4. Staff will feel more supported in understanding the impact of trauma on student learning and behaviour, and have confidence to trial new approaches to working with deaf students, and greater awareness of when to refer to the wellbeing team for additional support
Success Indicators	Success factors to be measured through AIP targets as follows : 1. AtoSS data: Emotional Awareness and Self Regulation: from 56% 2022 to 57% 2023 to 58% 2024 Resilience: from 68% 2022 to 69% 2023 to 70% 2024 Inclusion: from NDP% 2022 to 50% 2023 to 50% 2024 School connectedness: from 44% 2022 to 45% 2023 to 46% 2. Parent Opinion Survey factors: Positive Transitions: from NDP% 2022 to 75% 2023 to 75% 2024 Support Services: from NDP% 2022 to 75% 2023 to 75% 2024 Confidence and resiliency skills: from NDP% 2022 to 75% 2023 to 75% 2024 3. School Staff Survey: By 2024 increase the percentage of positive responses in the School Staff Survey factors from: 100% to 100% for support growth and learning of the whole student 68% to 70% for trust in students and parents NDP% to 75% for build resilience and a resilient, supportive environment

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Wellbeing team participation in co-facilitating RRRR and Health Curriculum	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Parent and Student resilience program designed and developed by the wellbeing team.	☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 3	$4,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of SWPBS	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Development and Implementation of VCD student wellbeing journals that cover social-connectedness, family relationships, identity strengths based self awareness, resilience etc	☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Individual learning Plans – implemented school wide.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Auslan for families	☑ Wellbeing team	☐ PLP Priority	from: Term 1	$2,000.00

			to: Term 4	☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning for teaching teams on trauma informed practice	☑ Mental health and wellbeing leader	☑ PLP Priority	from: Term 2 to: Term 3	$2,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Mental health practitioner counselling support for individual students and families.	☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Partnership with external Deaf organisations to foster student inclusion, empowerment and connectedness eg ; Youth Club, NDIS activities and navigator role implementation	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☑ 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	$16,945.10	$0.00	$16,945.10
Disability Inclusion Tier 2 Funding	$35,822.10	$0.00	$35,822.10
Schools Mental Health Fund and Menu	$27,957.50	$27,000.00	$957.50
Total	**$80,724.70**	**$27,000.00**	**$53,724.70**

Activities and milestones – Total Budget

Activities and milestones	Budget
Parent and Student resilience program designed and developed by the wellbeing team.	$4,000.00
Development and Implementation of VCD student wellbeing journals that cover social-connectedness, family relationships, identity strengths based self awareness, resilience etc	$3,000.00
Auslan for families	$2,000.00
Professional learning for teaching teams on trauma informed practice	$2,000.00
Mental health practitioner counselling support for individual students and families.	$4,000.00
Partnership with external Deaf organisations to foster student inclusion, empowerment and connectedness eg ; Youth Club, NDIS activities and navigator role implementation	$12,000.00

Totals	$27,000.00

Activities and milestones - Equity Funding

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

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
Parent and Student resilience program designed and developed by the wellbeing team.	from: Term 1 to: Term 3	$4,000.00	
Development and Implementation of VCD student wellbeing journals that cover social-connectedness, family relationships, identity strengths based self awareness, resilience etc	from: Term 1 to: Term 4	$3,000.00	

Auslan for families	from: Term 1 to: Term 4	$2,000.00	
Professional learning for teaching teams on trauma informed practice	from: Term 2 to: Term 3	$2,000.00	
Mental health practitioner counselling support for individual students and families.	from: Term 1 to: Term 4	$4,000.00	☑ Employ Mental Health Staff to provide Tier 3 support for students **This activity will use Foundation Resources (DET Funded initiatives or other free resources)** ○ Assign existing staff member to initiative (eduPay)
Partnership with external Deaf organisations to foster student inclusion, empowerment and connectedness eg ; Youth Club, NDIS activities and navigator role implementation	from: Term 1 to: Term 4	$12,000.00	
Totals		**$27,000.00**	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Activity 1 Professional learning at Literacy/Numeracy PLTs. The focus is on formative assessment. Each strategy will be taught and practised with staff (TAPPLE), from Dataworks, Hollingsworth & Ybarra, as well as using Doug Lemov's, "Teach Like a Champion" resource.	☑ Teaching and learning coordinator	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ PLC/PLT meeting	☑ Internal staff ☑ Pedagogical Model	☑ On-site
Activity 2 Teaching & Learning Coach to film themselves modelling TAPPLE to create a professional learning library of formative assessment techniques based on TAPPLE	☑ Teaching and learning coordinator	from: Term 1 to: Term 3	☑ Demonstration lessons	☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Activity 3 Staff to film themselves on a fortnightly basis to analyse own teaching practice and to share with T&L Coach/leadership/direct report.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Peer observation including feedback and reflection ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Teaching partners ☑ Leadership partners ☑ Internal staff ☑ Learning specialist ☑ Literacy leaders	☑ On-site

					☑ Numeracy leader	
Activity 4 Staff to increase their use of and effectiveness of TAPPLE through professional dialogue and feedback from videos, and pedagogical practice in PLT meeting times.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ Learning specialist ☑ Literacy leaders ☑ Numeracy leader	☑ On-site
Activity 5 Staff to link their formative assessment teaching practice directly with summative assessment results of student learning and to share with T&L coach/leadership/direct report	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ Leadership partners ☑ Learning specialist ☑ Literacy leaders ☑ Numeracy leader	☑ On-site
Professional learning for teaching teams on trauma informed practice	☑ Mental health and wellbeing leader	from: Term 2 to: Term 3	☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ Internal staff	☑ On-site