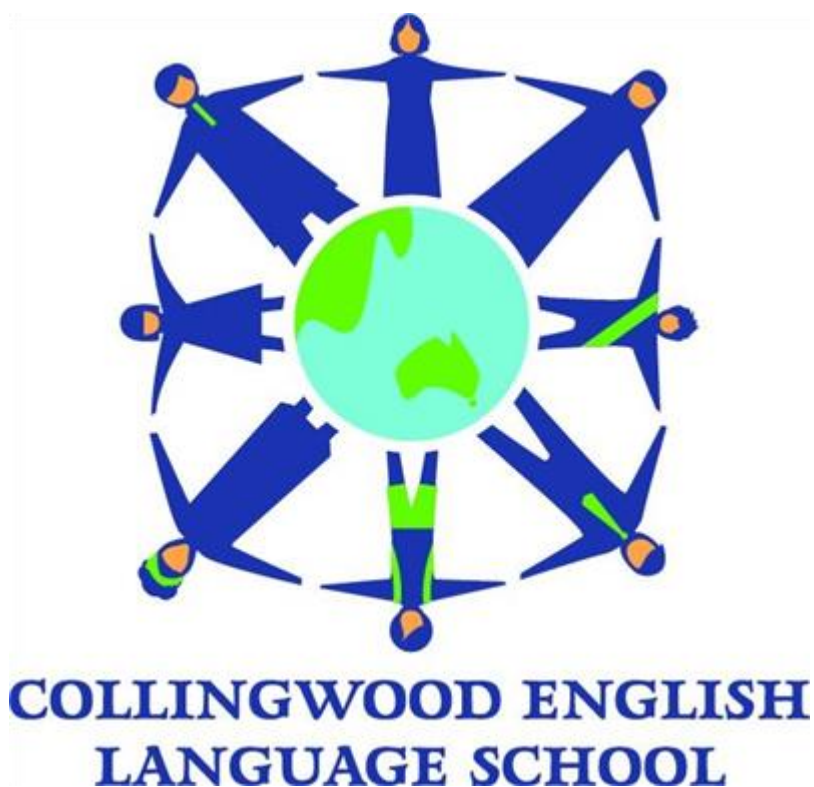


Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Collingwood English Language School (8748)



Submitted for review by Catherine McMahon (School Principal) on 16 December, 2020 at 12:00 PM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 23 February, 2021 at 01:00 PM
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Learning catch up ensure 85% percent of students achieve two sub-stages measured against the EAL Continuum for reading, writing and speaking and listening during their time at CELS.</p> <p>Academic emphasis from 72% to 78% Teacher collaboration from 66% to 72% Guaranteed and viable curriculum from 60% to 72% Collective focus on student learning 71% to 78%. Compass scan of chronicles</p> <p>By the end of 2021 develop school-based assessments for primary and secondary groups (A, B and S levels) to show growth from intake to transition from CELS in reading. Establish benchmarks in 2019 and by 2022 show improvement in growth for the following cohorts:</p> <p>Age equivalent (A, B and S levels) Interrupted schooling (A, B and S levels) No previous schooling (A, B and S levels). (to be finalised)</p> <p>By 2022 improve the percentage of positive responses to the following Attitudes to School Survey factors:</p> <p>High expectations for success Years 4-6 to 95% or higher Years 7-9 from 74% (average of 2017-18) to 85% Years 10-12 from 88% (average of 2017-18) to 95%</p> <p>Student voice and agency Years 4-6 to 95% or higher Years 7-9 from 68% (average of 2017-18) to 80% Years 10-12 from 79% (average of 2017-18) to 90%</p> <p>Stimulated learning Years 4-6 to 95% or higher Years 7-9 from 91% (average of 2017-18) to 95% Years 10-12 from 92% (average of 2017-18) to 95%</p>

KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	<p>The Curriculum & Assessment team will be formalizing curriculum processes through a number of actions aimed at consistency, collaboration and viability across the school for all students.</p> <p>Teachers (secondary) will further refine the use of the CELS curriculum design model by designing courses of study for 6-month and 12-month programs in English/EAL, Science and Humanities based on the new Victorian Curriculum EAL curriculum framework. Work has already been started in Maths and will continue over the School Strategic Plan period.</p> <p>Units of work using the learning design model will be developed in 2021 and implemented fully in 2022 to strengthen the links between EAL and Health, The Arts, Maths and Personal Learning.</p> <p>Teachers (primary) will further refine the use of the CELS curriculum design model by designing courses of study for Lower Primary based on Investigations and Middle/Upper primary based on Integrated themes and topics incorporating the genre approach.</p>			
Outcomes	<p>A high level curriculum overview will be developed linking into the length of stay primary and secondary programs and learning design model.</p> <p>Students will receive a guaranteed and viable curriculum which meets their point of need whether they stay 6 or 12 months. Students will not have duplicate programs.</p> <p>The units of work will form a course of study for students and will target key learning that is required for a successful transition to mainstream school and other pathways.</p> <p>Students will strengthen the link between CELS and mainstream curriculum.</p> <p>Teachers will plan with purpose and make clearer the connections between the skills, understandings and knowledge required in mainstream and what they are teaching in the classroom. There will be a better understanding of each student's learning progression and how to move students up levels.</p>			
Success Indicators	<p>Student feedback is a whole school focus and will be documented through PLT's</p> <p>Evidence will be in the form of course of study made up of units of work that documents planning. Courses of study will be monitored over the year to identify professional learning needs .</p> <p>Units of work will be centralised on G-drive.</p> <p>Teacher feedback will feature through the peer observation model.</p> <p>The school will mandate one teacher PDP Curriculum and Assessment goal for 2021 unless the alternate pdp process continues</p> <p>Analysis of feedback from exiting students will link to individual student learning goals and demonstrate line of sight from school priorities.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Understandings to be developed</p> <p>Effective curriculum development reflects a three stage process called backward design that delays the planning of classroom activities until goals have been clarified and assessments designed. This process helps avoid the twin problems of 'text book coverage' and ' activity oriented' teaching, in which no clear priorities and purposes are apparent.</p> <p>This is a design approach used in some campuses and sectors of the school and is now to be a whole school curriculum planning approach. The staged introduction has a number of advantages including clear links between</p> <p>Secondary sector.</p> <p>The Curriculum and Assessment leadership team will develop guiding templates to support the development of units of work to form a Course of Study in EAL stages - EAL, Science and Humanities. This is work building on the 2020 curriculum professional learning staff have taken part in.</p> <p>A template for CL stage will be developed as an exemplar. The learning design model will be the Wiggins and McTighe Understanding by Design model (UbD) introduced and trialed over the last two years and now to be the whole school approach. Teachers (in stages and teams across campuses) will be responsible for developing courses of study made up of between 3 and 5 units.</p> <p>Primary sector</p> <p>The Curriculum and Assessment leadership team will develop unit templates to form a Course of Study at A and B stages (Lower and Middle/Upper primary).</p> <p>A template for A1/A2 levels will be developed as an exemplar. Teachers (stages/teams) will be taken through a process of developing a unit of work using the UbD template which they can then put together to form a course of study.</p> <p>Teacher teams will have opportunities to work together to build units of work at each stage and substage and be guided by leaders through each of the three stages of the process for developing</p>	<p><input checked="" type="checkbox"/> Assessment & Reporting Coordinator</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$6,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
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UbDs. These will be centralised as courses of study in folders labelled with appropriate stages and sub stages on G drive.				
Sector meetings, team meetings, planning sessions and student free days will be used to guide and build understanding of how genre is linked into current units of work and making it explicit through the whole school unit planning model with reference to the CELS EAL Curriculum framework. The support will also build an understanding of a consistent process to plan and document integrated approaches for referencing other Learning Areas when developing unit learning goals.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All staff will be taken through a planning process in small EAL stage groups across campuses to plan a unit of work with specific focus on the connection between stages 1 and 2 of UbD learning design model (Wiggins and McTighe) ensuring teaching and learning plans are planted into the bigger understanding of decisions around selection of units for courses of study at each Pathway/ substage.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
The Teacher Practice team will support the implementation and monitoring of student feedback in the Teaching and Learning sequence of activities (UbD stage 3) including through the new CELS peer observation model to be implemented through the PLT inquiry cycles, timetabled for the year. This is in order to strengthen planned formative and summative assessments (UbD stage 2) and link planned, purposeful curriculum to pedagogical practice.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assessment & Reporting Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Extending Mathematical Understanding (EMU) Developed by Associate Professor Ann Gervasoni of Monash University, EMU is a research-based intervention approach that	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>has been shown to improve students' knowledge and confidence with mathematics. EMU offers intensive learning opportunities for students who are currently struggling, including a small group intervention led by a Specialist Teacher. Extending Mathematical Understandings is a withdrawal support within the timetable. CELS has modified the approach and runs the EMU program as withdrawal, whole class (13) and targeted beyond the early years students in primary. This program will be supported in 2021 but dependent on pause in migration may be semester 1 only.</p> <p>A small group of numeracy teachers will strengthen their numeracy programs in primary and secondary curriculum using the EAL Curriculum Framework, becoming informed about MYLNS and other mainstream Maths support programs and strengthening numeracy topics in A,B and C EAL curriculum stages.</p>				
<p>Staff will be supported to evaluate and diagnose how current assessment practices can be further improved at whole school level and ensure the assessment policy is reviewed and updated. An assessment schedule will be developed to reflect key work of teachers including moderation.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assessment & Reporting Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>A series of Professional Learning sessions focused on the UBD stages will be delivered to staff to deepen knowledge of the learning design model. These will be delivered at point of need and when required during the year. Teachers will be guided to move from activity focused topics to planning using this approach.</p> <p>Stage 1 Learning goals will be developed to answer the questions: Who are the students? What are their needs? What knowledge skills and behaviours do teachers want their students to be able to demonstrate at the end of the unit?; The EAL Curriculum standards What modes/ strands/ sub strands will be addressed in this unit?</p>	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>Create the learning goals</p> <p>Stage 2 Assessment: Determine what counts as acceptable evidence of the knowledge, skills and behaviours listed in step 1, teachers want students to learn; What assessment tasks will allow the students to show their Knowledge skills and understandings; What knowledge do teachers already have about the learner in relation to goals and their knowledge, skills and understandings and what else do they need to find out? Design the rubric; Develop criteria from the step one standards/ goals.</p> <p>Stage 3 Teaching & Learning plan (This sits with the CELS Instructional Model at unit level; how is Instructional Model being used (lesson/ week/ grouped activities?) What experience do teachers need to plan to achieve these goals?; This plan is more general as it is a shared document with ideas for activities that teachers can download and plan in more detail for their class. Planning will ensure the program is differentiated to meet the needs of students.</p>				
<p>KIS 2 Health and wellbeing</p>	<p>Happy, active and healthy kids priority</p>			
<p>Actions</p>	<p>Develop a personal learning program that supports: Resilience, relationships, Foundation House Goals for Recovery referenced activities, cyber safety, SEL with the allocation of 1 hour per week (8 lessons per term) in the curriculum program focused on these priorities.</p> <p>Work with C&A team to develop programs that include Social and Emotional Learning and link with Health and PE.</p> <p>Establish a Wellbeing working group to determine what belongs in personal learning program for CELS</p> <p>Continue to develop and enhance Engagement and Wellbeing policy / Guidelines</p> <p>Develop a H&PE program that support active healthy students</p>			

Outcomes	<p>Outcomes for students: Improved emotional intelligence and self-regulation Enhanced ability to articulate how they feel A safe and secure school environment Active, healthy kids</p> <p>A documented wellbeing curriculum for CELS including a documented personal learning program. Consistent program implemented for Wellbeing across the school, integrated into the Curriculum plan from entry to exit. Updated Engagement and Wellbeing Policy Clear processes for supporting the Wellbeing and behaviour of students in SEG A documented H&PE program for CELS incorporating key wellbeing focus</p>			
Success Indicators	<p>Documented policy that addresses the wellbeing and settlement needs of New Arrivals students. Curriculum programs that include personal learning, H&PE Student feedback Parent survey and information sessions Blended communication with parents around Wellbeing – eg videos, workshops, presentations, translated material, individual meetings to suit families’ needs Percentage of Wellbeing Chronicles on Compass</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Establish working party to determine content of the personal learning program at CELS for ABC EAL levels. Programs will be 8 sessions per term and contain T&L to support resilience, relationships, foundation house goals for recovery e.g restore safety and control, cybersafety and bullying and social and emotional learning. Research resources e e.g FH recovery goals,</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$20,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

Be You (old Mindmatters/ Kidsmatters) Bully stoppers and elements of respectful relationships, DET Wellbeing Hub				
present whole school approach for 2021 at student free day	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
SEL,Health &PE and Wellbeing strengthened. Strengthen curriculum for happy, active, healthy kids. Research programs / resources activities using the expertise of expertise of H&PE for primary and secondary	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop the personal learning program with key topics for each semester or term - research existing activities and classroom resources related to wellbeing and personal learning for both primary and secondary and relevant EAL levels.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Consult with teachers to evaluate and diagnose where curriculum can be improved.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Document the CELS Engagement and Wellbeing guidelines update the policy and create a graphic that symbolises CELS framework	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3	Connected schools priority			

Building communities	
<p>Actions</p>	<p>Continue developing processes around transition Curriculum mapping to integrate throughlines of wellbeing Teachers enhance current careers and pathways / transition program and make connections with the throughlines:</p> <ol style="list-style-type: none"> 1. Social and Emotional Learning 2. World of work - link to CEFI 3. Student voice and agency (goal setting, growth mindset etc) organisational skills (includes ICT) 4. Parent engagement - understanding pathways and CELS journey and building and maintaining trust <p>Ensuring CELS maintains community during the pause in migration that has resulted in uncertainty of numbers of students and therefore a necessity to allocate teachers to 'other duties'. Parents and students, OP host and feeder school principals, Region and central are all involved as stakeholders in this work. Schools who have put in an eoi are also part of this work. Communication and decision making will be through:</p> <p>For staff: transparent and frequent communication regarding the workforce planning timelines each term, processes and reasoning behind decisions</p> <p>Principal one to one discussions with impacted staff, Principals, Region and Central; Leading teachers will remain at the school and lead internal projects, be the support person for staff who are allocated to mainstream and corporate positions on a term by term basis, mentor and coach; continue the curriculum and educational leadership work that is their current role linked also to AIP; Work closely with AP's to ensure timeline and processes each term are followed within the EAL guidelines;. A preference process and individual discussions with PCO when negotiating other duties; access to CELS staff collaborative PL through student free days, pp days, check ins; initial visits by Principal to mainstream schools where staff are allocated to ensure duties are appropriate. Where possible link the PLT 2021 work on feedback and observations to teacher work in mainstream placements. Each term will look different for staff, other duties</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> • Whole school approach that better articulates the purpose of programs in the school – settlement, engagement, learning and transition • Clear understanding of pathways • Consistent program that addresses the throughlines of settlement and transition learning • Provide a consistent and coherent program • Supports guaranteed and viable school curriculum programs • Ensure the program connects to students' and families' needs • Ability of students to have meaningful conversations with parents • Parents have enhanced understanding of the whole transition experience for children and their families • Enhanced processes for the transition of student through the school • Consistent processes and programs across the school from entry to exit <p>staff continue to have a connection to the school community through: support from leading teachers while on 'other duties';</p>

	professional development based on key characteristics of effective PL; communication updates from campus and whole school. Staff belief that mainstream placements have been a great professional learning opportunity and will contribute to CELS in the future; the link between our real students in NA programs and where they transition into mainstream schools through inquiry, case studies.			
Success Indicators	<ul style="list-style-type: none"> • Increased confidence and sense of agency in the settlement and transition at CELS students • Documented program that addresses the settlement and transition needs of students. • Inclusion of transition in curriculum provision • Parent phone survey for a selection of parents across the school • Varied modes of communication with parents around transition – eg videos, workshops, presentation, translated material, individual meetings as required • Number/ content of transition messages on Compass to parents • Increased positive student feedback via transition experience after they exit CELS • Increase in student feedback via SRC on the CELS experience in terms of settlement, belonging and learning as they move through the schools' system <p>Staff will contribute to an expanding knowledge the experiences of newly arrived students in mainstream schools.</p> <p>staff will have increased confidence from their experiences that they have an understanding of the importance of academic success , to seek advice from others and participate in collaborative discussions, that there is a collective focus on all the school activities are organised to promote student learning and curriculum at CELS is delivered consistently. Teachers will be able to contribute to the strengthening of the NA program at CELS.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
establish responsibility for career and transition program	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Communicate whole school approach to transition and detail through sector and teacher team meetings	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used
liaise with C/A leaders to ensure integration across portfolio responsibilities	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Curriculum team further develop and document transition curriculum program to ensure consistency across whole school with input from wellbeing team.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
timelines for decision making on staffing classes at CELS, internal projects and ETAC/ECEP 21 communicated to whole staff and individuals each term	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
All staff will be informed of their teaching or other duties by the end of week 7 each term after consultation and negotiation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All staff will continue to attend PL days and key pd sessions at CELS	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Leadership team allocated to support individual teachers doing other duties including internal projects, ETAC and ECEP	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Staff in mainstream school will gain and share increased understanding of newly arrived students (0-7 years in Australia) in mainstream settings.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
All staff will continue to maintain a connection to CELS and contribute to a positive school climate and enhancement of the new arrivals program	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Develop a culture of learning where every student achieves success in English speaking and listening, reading and writing.			
12 Month Target 2.1	By 2022 improve the percentage of positive responses to the following factors on the School Staff Survey – School Climate module from the 2018 benchmark: Academic emphasis from 72% to 78% Teacher collaboration from 66% to 72% Guaranteed and viable curriculum from 60% to 72% Collective focus on student learning 71% to 78%.			
12 Month Target 2.2	Establish benchmarks in 2019 and by 2022 show improvement in growth for the following cohorts: Age equivalent (A, B and C levels) Interrupted schooling (A, B and C levels) No previous schooling (A, B and C levels).			
12 Month Target 2.3	By 2022 improve the percentage of positive responses to the following Attitudes to School Survey factors: High expectations for success Years 4-6 to 95% or higher Years 7-9 from 74% (average of 2017-18) to 85%			

	<p>Years 10-12 from 88% (average of 2017-18) to 95%</p> <p>Student voice and agency</p> <p>Years 4-6 to 95% or higher</p> <p>Years 7-9 from 68% (average of 2017-18) to 80%</p> <p>Years 10-12 from 79% (average of 2017-18) to 90%</p> <p>Stimulated learning</p> <p>Years 4-6 to 95% or higher</p> <p>Years 7-9 from 91% (average of 2017-18) to 95%</p> <p>Years 10-12 from 92% (average of 2017-18) to 95%</p>
KIS 1 Building practice excellence	Build the capability of all staff through a professional action plan targeted to meet individual learning needs and school priorities. (BPE)
Actions	<p>Continue to embed research based inquiry as the model for whole school PL</p> <p>Use key research documents to develop a CELS approach to peer observation that integrates into practice .</p> <p>Use feedback strategy from HITS as an organising focus whole school inquiry framing</p>
Outcomes	<p>Leaders will be able to: confidently follow the inquiry cycle with less support from formal leaders and progressing towards meeting their pdp goals, targets and timelines;</p> <p>increased data analysis skills to identify PL needs, growth points and trends in inquiry; support of staff to see clear links between 2020 focus (building assessment literacy) and 2021 focus on examining instruction using feedback strategy; more opportunities for PLT's to share pl goals, targets, timelines, opening opportunities for collaboration; synthesis key research re peer observations, integrate with CELS inquiry and establish processes and protocols for enabling regular classroom observations and providing feedback; draw on teachers professional knowledge, CELs instructional model and research to support staff to to adopt high impact feedback strategies in their classrooms; collaborate with C&A team to ensure link between feedback and stage 2 of ubd; teachers will be able to: purposefully reflect on their practice through pl using inquiry and adjusting their practice.; demonstrate a deeper understanding of the school's pl model - inquiry and engage in challenging and supportive conversations that enhance their learning , build flexibility, adaptability and confidence; explain the purpose and rationale for instructional rounds(learning walks, peer observation as part of plt inquiries, formal peer observations for VIT or pdp activities. Staff will see the benefit and incorporate peer obs routinely into inquiries, refining practice and expertise; gather information about student understanding to assist students to progress and provide evidence of the impact of their improved practice on student learning</p>
Success Indicators	<p>PLT rolling agendas (with feedback from LS) and a summary of PLT throughlines</p> <p>PLC matrix</p> <p>CELS peer observation model documented</p> <p>Theories of action from Learning Walks reported</p> <p>PLT action plans and plans to assess progress completed for each inquiry</p>

evidence of planning for feedback in UBD's More precise student goals after feedback				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
TP team read research on observation models and discuss, access support from region experts and ongoing support for PLT's	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Develop a CELS peer observation model linked to inquiries , based on insytructional rounds, learning walks and as part of the inquiry cycle	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Introduce the peer observation model to staff including purpose, organisation research base and expectations on sfd	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,500.00 <input checked="" type="checkbox"/> Equity funding will be used
PLT meetings in timetable, LS check ins with facilitators between meetings to support build of expertise of facilitators, address emerging issues , ensure data collection etc.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PLT celebration of success each term at final sector meeting	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

PLC matrix completed	<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
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