2024 Annual Implementation Plan

for improving student outcomes

Bendigo Primary School (0877)

Submitted for review by Carolyn Tavener (School Principal) on 22 January, 2024 at 09:56 AM
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 04 April, 2024 at 10:57 AM
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.	

	FISO 2.0 outcomes	Self-evaluation level
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	

	FISO 2.0 Dimensions	Self-evaluation level
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	
Maximise student learning growth for every student in literacy and numeracy	Yes	By 2026, increase the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10: English • Reading and Viewing from 81% (2022) to 86% • Writing from 80% (2022) 83% Mathematics • Number and Algebra from 86% (2022) to 88%	Increase the percentage of Year F-6 students assessed as being at or above age expected level on Vic Curric-Reading & Viewing 83%Writing 81%Number & Algebra 87%
		By 2026, increase the percentage of Year F-6 students assessed as at or above age expected growth on Victorian Curriculum Levels F-10: (Semester 2021 -Semester 2 2022) English • Reading and Viewing from 64% (2022) to 76% • Writing from 70% (2022) 76% Mathematics • Number and Algebra from 77% (2022) to 79%	Increase the percentage of Year F-6 students assessed as at or above age expected growth on Vic Curric-Reading and Viewing 66%Writing 71%Number and Algebra 78%

		NAPLAN target for student achievement against proficiency standards by 2026 to be confirmed	Increase the percentage of students in the 'strong' and 'exceeding' proficiency levels- *Year 3 Reading 60%, Writing 61% , Numeracy 55%.*Year 5 Reading 65%, Writing 69%, Numeracy 48%.
		NAPLAN target for student learning growth by 2026 to be confirmed	.
		By 2026, improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of: • Academic emphasis from 63% (2022) to 70% • Professional learning through peer observations 57% (2022) to 70%	To increase the percentage of positive endorsements in the Staff Survey in- - Academic emphasis 65%, Professional learning through peer observations 60%.
To improve student agency in wellbeing and learning	Yes	By 2026 increase the percentage of positive endorsement on the Year 4-6 Student Attitudes to School Survey for the factors of: • Student voice and agency from 65% (2022) to 70% • Perseverance from 70% (2022) to 75% • Sense of Confidence from 71% (2022) to 75% • Stimulated learning from 77% (2022) to 80%)	To increase the percentage of positive endorsement on year 4-6 AToSS for the factors of-*Student voice & Agency 66%*Perseverance 71%*Sense of Confidence 72%*Stimulated learning 78%
		By 2026, improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning module for the factor of: • Promote student ownership of learning from 71% (2022) to 80%	Improve the percentage of positive endorsement of*Promote student ownership of learning 72%
		By 2026 increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the factors of: • Parent Participation and involvement from 71% (2022) to 76% • School Communication from 74 % (2022) to 81% • Teacher communication from 68 % (2022) to 70%	Increase the percentage of positive endorsement for factors of-*Parent participation and involvement 72%*School communication 75%*Teacher communication 69%

		Reduce the percentage of Year F–6 students with 20 or more absent days from 48% (2022) to 26%	Reduce the percentage of year F-6 students with 20 or more absent days to 45% or less.

Goal 2	Maximise student learning growth for every student in literacy and numeracy	
12-month target 2.1-month target	Increase the percentage of Year F-6 students assessed as being at or above age expected level on Vic Curric- Reading & Viewing 83% Writing 81% Number & Algebra 87%	
12-month target 2.2-month target	Increase the percentage of Year F-6 students assessed as at or above age expected growth on Vic Curric- Reading and Viewing 66% Writing 71% Number and Algebra 78%	
12-month target 2.3-month target	Increase the percentage of students in the 'strong' and 'exceeding' proficiency levels- *Year 3 Reading 60%, Writing 61% , Numeracy 55%. *Year 5 Reading 65%, Writing 69%, Numeracy 48%.	
12-month target 2.4-month target	.	
12-month target 2.5-month target	To increase the percentage of positive endorsements in the Staff Survey in- -Academic emphasis 65%, Professional learning through peer observations 60%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Embed the consistent implementation of the school's instructional model	Yes
KIS 2.b Assessment	Enhance collaborative practices to inform 'point of need' teaching	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.	Our self-evaluation and review findings noted that we have work to do to in the consistent implementation of our instructional models, our use of student data to inform point of need teaching, aligning our understanding of the continuum of learning when assessing student learning, making teacher judgements and use of NAPLAN data. Selection of the KIS builds on our previous work in documenting our instructional models. 2023 Staff opinion survey results in 'Professional learning in peer observation' is at	
Goal 3	**To improve student agency in wellbeing and learning**	
12-month target 3.1-month target	To increase the percentage of positive endorsement on year 4-6 AToSS for the factors of- *Student voice & Agency 66% *Perseverance 71% *Sense of Confidence 72% *Stimulated learning 78%	
12-month target 3.2-month target	Improve the percentage of positive endorsement of *Promote student ownership of learning 72%	
12-month target 3.3-month target	Increase the percentage of positive endorsement for factors of- *Parent participation and involvement 72% *School communication 75% *Teacher communication 69%	
12-month target 3.4-month target	Reduce the percentage of year F-6 students with 20 or more absent days to 45% or less.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Strengthen and embed student and staff capability to monitor and reflect on learning progress	No
KIS 3.b Support and resources	Develop and embed a whole school wellbeing, behaviour and inclusion framework	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.	Our self-evaluation and review findings noted that we have work to do to in developing a whole school understanding and framework for wellbeing, behaviour and inclusion. Selection of the KIS builds on our 2023 work with a regional inclusion coach, reviewing our school values and beginning work on the SWPB. 2023 stimulated learning 73%, voice and agency 59%, sense of confidence 67%, perseverance 69%.

Define actions, outcomes, success indicators and activities

Goal 2	Maximise student learning growth for every student in literacy and numeracy
12-month target 2.1 target	Increase the percentage of Year F-6 students assessed as being at or above age expected level on Vic Curric- Reading & Viewing 83% Writing 81% Number & Algebra 87%
12-month target 2.2 target	Increase the percentage of Year F-6 students assessed as at or above age expected growth on Vic Curric- Reading and Viewing 66% Writing 71% Number and Algebra 78%
12-month target 2.3 target	Increase the percentage of students in the 'strong' and 'exceeding' proficiency levels- *Year 3 Reading 60%, Writing 61% , Numeracy 55%. *Year 5 Reading 65%, Writing 69%, Numeracy 48%.
12-month target 2.4 target	.
12-month target 2.5 target	To increase the percentage of positive endorsements in the Staff Survey in- -Academic emphasis 65%, Professional learning through peer observations 60%.
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the consistent implementation of the school's instructional model
Actions	1. Embed a whole school expectation of, and involvement in, classroom/peer observations to ensure consistency of effective teaching strategies. 2. Develop and embed a rigorous learning vocabulary to reinforce high expectations to all students and staff.

Outcomes	1. Leaders will visit classrooms each term.
	1. Leaders will have developed documentation that supports classroom/peer observations.
	1. Teachers will participate in termly classroom/peer observations and receive feedback from the observations.
	1. Leaders and teachers will work with a literacy consultant to build rigour and consistency around our literacy instructional models.
	2. Leaders will observe learning vocab displayed and used in classrooms.
	2. Leaders will include expectations of how we use our whole school vocab in whole school documentation.
	2. Teachers will include the learning vocabulary in classroom planning documents and when teaching.
	2. Students show an understanding of the vocabulary and learning expectations via their work standards and goal setting meetings.
Success Indicators	1. Early indicator- all leadership team members have been involved in classroom/peer observation by end of Term 1.
	1. Late indicator- development of documentation to support classroom/peer observations and provides a framework for feedback and accountability.
	1. Late indicator- by end of year, classroom observations show consistent implementation of our instructional models.
	1. Late indicator- Teachers will have received feedback from a literacy consultant regarding the implementation of our literacy instructional models.
	2. Early indicator- learning vocabulary developed to support one of our instructional models.
	2. Late indicator- learning vocabulary and expectations displayed in learning spaces.
	2. Late indicator- Positive improvement in 'Academic Emphasis' and 'Professional learning through peer observations' in 2024 Staff Opinion Survey.
	2. Late indicator- Learning vocabulary will be observed in teacher planning documents and during peer/classroom observations.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Introduce Quality teaching Rounds process.	☑ All staff ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Other funding will be used

Documentation of whole school expectations e.g Staff Handbook	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop and document a rigorous learning vocabulary to be used in all learning spaces.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Employ N.Leung to make classroom observations and give feedback to teachers.	☑ Curriculum co-ordinator (s) ☑ Leadership team ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 2	$6,000.00 ☑ Other funding will be used
Staff our Spaides program.	☑ Education support	☐ PLP Priority	from: Term 1 to: Term 4	$56,105.00 ☑ Disability Inclusion Tier 2 Funding will be used

KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Enhance collaborative practices to inform 'point of need' teaching
Actions	1. To build staff capacity to use student data effectively.
Outcomes	1. Leaders will see evidence of planning for individual student needs in teacher's work programs. 1. Teachers will refer to student data when planning for classroom learning.

	1. Students will know their next steps in learning. 1. Students will work with teachers and parents/carers to set SMART goals.
Success Indicators	1. Early indicator- draft team planning agenda has been developed for trial over term 1. 1. Late indicator- Key staff members have attended data professional learning. 1. Late indicator- team planning documentation shows effective use of student data to cater to individual student needs. 1. Late indicator- Teacher judgements are triangulated more effectively to reduce the number of discrepancies between NAPLAN and teacher judgement.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and trial a team planning agenda detailing expectations for each planning session.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
To develop and implement rubrics.	☑ Curriculum co-ordinator (s) ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
To connect with Network similar schools to enhance our moderation processes. CRT release approx. $2500.	☑ Curriculum co-ordinator (s) ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☑ Other funding will be used
For key staff members to attend professional development in using student data. $8,800 PD, CRT coverage x 16 days approx. $6678.56.	☑ Learning specialist(s) ☑ Principal ☑ Team leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$15,478.56 ☑ Equity funding will be used
Goal 3	To improve student agency in wellbeing and learning			

12-month target 3.1 target	To increase the percentage of positive endorsement on year 4-6 AToSS for the factors of- *Student voice & Agency 66% *Perseverance 71% *Sense of Confidence 72% *Stimulated learning 78%
12-month target 3.2 target	Improve the percentage of positive endorsement of *Promote student ownership of learning 72%
12-month target 3.3 target	Increase the percentage of positive endorsement for factors of- *Parent participation and involvement 72% *School communication 75% *Teacher communication 69%
12-month target 3.4 target	Reduce the percentage of year F-6 students with 20 or more absent days to 45% or less.
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and embed a whole school wellbeing, behaviour and inclusion framework
Actions	1. To build staff capacity to consistently implement our Tier 1 strategies. 2. To strengthen our student absence follow up.
Outcomes	1. Leaders will observe Tier 1 strategies being used effectively in all learning spaces. 1. Teachers will be confident to implement Tier 1 strategies effectively. 1. Students will know how to use Tier 1 strategies to remain engaged in their classroom and to self-regulate. 2. Leaders will see attendance support plans developed and implemented. 2. Teachers will be confident to implement our tiered attendance strategies. 2. Students will feel supported to engage with school.
Success Indicators	1. Early indicator- staff report a reduction in student's self-exiting from learning spaces. (School survey developed in 2023) 1. Late indicator- Increase in positive endorsement in AToSS for factors of- Student voice and agency, perseverance, sense of

	confidence, stimulated learning. 2. Early indicator- student absence data is discussed and actioned as part of team planning meetings. 2. Late indicator- student absences reduced.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
To audit our social emotional curriculum and supports. (CRT release)	☑ Leadership team ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 2	$2,000.00 ☑ Other funding will be used
To provide Zones of Regulation professional learning for staff.	☑ Disability inclusion coordinator ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
To introduce the School Wide Positive Behaviour program. Funds allocated for professional learning days (4 x 4 CRT days $6560) and for the production of whole school posters e.g. our expected behaviours matrix. ($2,500)	☑ All staff ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$9,060.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
To include attendance discussion and follow up in weekly planning meetings.	☑ Leadership team ☑ Wellbeing team ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Support our students with high anxiety to re-engage with school.	☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1	$27,720.00

	☑ Principal ☑ Wellbeing team		to: Term 4	☑ Schools Mental Health Menu items will be used which may include DET funded or free items ☑ Other funding will be used
To develop our capacity to provide 'team around the learner' support by working with regional support team.	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Staff our cooking program.$23,637	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$23,637.00 ☑ Equity funding will be used
To continue to implement Smiling Minds program.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ 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	$114,695.56	$109,971.63	$4,723.93
Disability Inclusion Tier 2 Funding	$133,683.73	$133,683.73	$0.00
Schools Mental Health Fund and Menu	$31,827.15	$31,827.15	$0.00
Total	**$280,206.44**	**$275,482.51**	**$4,723.93**

Activities and milestones – Total Budget

Activities and milestones	Budget
Staff our Spaides program.	$56,105.00
For key staff members to attend professional development in using student data. $8,800 PD, CRT coverage x 16 days approx. $6678.56.	$15,478.56
To introduce the School Wide Positive Behaviour program. Funds allocated for professional learning days (4 x 4 CRT days $6560) and for the production of whole school posters e.g. our expected behaviours matrix. ($2,500)	$9,060.00
Support our students with high anxiety to re-engage with school.	$27,720.00
Staff our cooking program.$23,637	$23,637.00
To continue to implement Smiling Minds program.	$2,000.00
Totals	**$134,000.56**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
For key staff members to attend professional development in using student data. $8,800 PD, CRT coverage x 16 days approx. $6678.56.	from: Term 1 to: Term 4	$15,478.56	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Staff our cooking program.$23,637	from: Term 1 to: Term 4	$23,637.00	☑ School-based staffing
Totals		$39,115.56	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Staff our Spaides program.	from: Term 1 to: Term 4	$56,105.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties Education support staff
Totals		$56,105.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
To introduce the School Wide Positive Behaviour program. Funds allocated for professional learning days (4 x 4 CRT days $6560) and for the production of whole school posters e.g. our expected behaviours matrix. ($2,500)	from: Term 1 to: Term 4	$2,107.15	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free) **This activity will use Mental Health Menu staffing** o Build staff capacity (conference, course, seminar) o Employ CRT to release staff member o Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Support our students with high anxiety to re-engage with school.	from: Term 1 to: Term 4	$27,720.00	☑ Animal Therapists **This activity will use Mental Health Menu programs** o Program delivered in school by external service provider
To continue to implement Smiling Minds program.	from: Term 1 to: Term 4	$2,000.00	☑ Smiling Mind Primary Schools Program **This activity will use Mental Health Menu staffing** o Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Totals		**$31,827.15**	

Additional funding planner – Total Budget

Activities and milestones	Budget
Employ a gardener to manage our gardening program.	$39,384.07
Employ a maintenance person	$9,000.00
Release teachers for IEP meetings each term.	$4,000.00
Release Di coordinator 0.4	$46,121.00

DI consumables	$1,000.00
Professional learning	$3,000.00
Provide additional ES staff support for unfunded students.	$25,457.73
Additional tutoring support	$22,472.00
Employ additional wellbeing person ($27,181.50 Psych in school), targeting anxiety/engagement. (Utilise NSWP funding $20280, and school funding $6901.50)	$27,181.50
Totals	$177,616.30

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Employ a gardener to manage our gardening program.	from: Term 1 to: Term 4	$39,384.07	☑ School-based staffing
Employ a maintenance person	from: Term 1 to: Term 4	$9,000.00	☑ School-based staffing
Release teachers for IEP meetings each term.	from: Term 1 to: Term 4	$0.00	
Release Di coordinator 0.4	from: Term 1 to: Term 4	$0.00	

DI consumables	from: Term 1 to: Term 4	$0.00	
Professional learning	from: Term 1 to: Term 4	$0.00	
Provide additional ES staff support for unfunded students.	from: Term 1 to: Term 4	$0.00	
Additional tutoring support	from: Term 1 to: Term 4	$22,472.00	☑ School-based staffing
Employ additional wellbeing person ($27,181.50 Psych in school), targeting anxiety/engagement. (Utilise NSWP funding $20280, and school funding $6901.50)	from: Term 1 to: Term 2	$0.00	
Totals		$70,856.07	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Employ a gardener to manage our gardening program.	from: Term 1 to: Term 4	$0.00	

Employ a maintenance person	from: Term 1 to: Term 4	$0.00	
Release teachers for IEP meetings each term.	from: Term 1 to: Term 4	$4,000.00	☑ CRT • Other Attend SSG to review IEPs and DI profile meetings.
Release Di coordinator 0.4	from: Term 1 to: Term 4	$46,121.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
DI consumables	from: Term 1 to: Term 4	$1,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning •
Professional learning	from: Term 1 to: Term 4	$1,000.00	☑ CRT •
Provide additional ES staff support for unfunded students.	from: Term 1 to: Term 4	$25,457.73	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Additional tutoring support	from: Term 1 to: Term 4	$0.00	
Employ additional wellbeing person ($27,181.50 Psych in school), targeting anxiety/engagement.	from: Term 1	$0.00	

	to: Term 2		
(Utilise NSWP funding $20280, and school funding $6901.50)			
Totals		$77,578.73	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Employ a gardener to manage our gardening program.	from: Term 1 to: Term 4	$0.00	
Employ a maintenance person	from: Term 1 to: Term 4	$0.00	
Release teachers for IEP meetings each term.	from: Term 1 to: Term 4	$0.00	
Release Di coordinator 0.4	from: Term 1 to: Term 4	$0.00	
DI consumables	from: Term 1 to: Term 4	$0.00	
Professional learning	from: Term 1	$0.00	

	to: Term 4		
Provide additional ES staff support for unfunded students.	from: Term 1 to: Term 4	$0.00	
Additional tutoring support	from: Term 1 to: Term 4	$0.00	

Employ additional wellbeing person ($27,181.50 Psych in school), targeting anxiety/engagement. (Utilise NSWP funding $20280, and school funding $6901.50)	from:
	Term 1
	to:
	Term 2
		$0.00	☑ Employ Mental Health Staff to provide Tier 3 support for students
			
			This activity will use Foundation Resources (DET Funded initiatives or other free resources)
			    o Employ Mental Health Staff in school (eduPay or non-teaching staff)
			        Psychologist

Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
For key staff members to attend professional development in using student data. $8,800 PD, CRT coverage x 16 days approx. $6678.56.	☑ Learning specialist(s) ☑ Principal ☑ Team leader(s)	from: Term 1 to: Term 4	☑ Planning	☑ Whole school pupil free day ☑ PLC/PLT meeting	☑ External consultants Selina Fisk	☑ Off-site Melbourne