

2020 Annual Implementation Plan

for improving student outcomes

Cheltenham East Primary School (4754)



Submitted for review by Wayne Bach (School Principal) on 17 December, 2019 at 02:26 PM
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 24 December, 2019 at 01:31 PM
Endorsed by Angela Berry (School Council President) on 18 March, 2020 at 06:20 AM

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

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Excelling
	Intellectual engagement and self-awareness	Embedding

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

Enter your reflective comments	<p>EXCELLENCE IN TEACHING AND LEARNING: Professional learning is focused on student outcomes with PLTs driving rostered weekly staff PD. Next steps include teachers identifying their student's progress data and their own professional learning needs - for inclusion in their PDPs.</p> <p>PROFESSIONAL LEADERSHIP: The leadership team is continuing to build capacity to review, determine responsibility and share accountability. This is building a clearer understanding of the school's vision, values and culture and the priorities driving the school improvement agenda.</p> <p>POSITIVE CLIMATE FOR LEARNING: The school proactively involves JSC in decision making about charitable events. Students have meaningful input to many aspects of the school. Student surveys and other data are analysed by students and teachers to promote discussions and inform decisions.</p> <p>COMMUNITY ENGAGEMENT IN LEARNING: The school has formalised processes in place to encourage the partnership between student learning, the school and the home. Communication processes throughout the school and into the wider community inform and market the many events and experiences CEPS students have.</p>
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Considerations for 2020	The school heads into a year of Review in 2020. This is set for Term 2. As result, the considerations around setting the 2020 AIP is heavily influenced by the shortened time-frame to achieve goals prior to setting 4 year growth targets post School Review. The school will continue its work in the areas of Student Agency and Wellbeing, with continued analysis of student achievement driving the success of Literacy and Numeracy.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To achieve an improved learning growth in all areas of the curriculum
Target 1.1	Professional learning teams analyse and reflect on student data to determine education for staff in curriculum areas.
Target 1.2	Teachers use a consistent teaching and learning framework for ICT, ensuring students acquire crucial digital skills, which are applied in a range of contexts.
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop and document an agreed strategy to ensure collaborative teamwork drives high, consistent performance with individual and collective accountability for improving student learning outcomes.
Key Improvement Strategy 1.b Building practice excellence	Consolidate and document a whole school approach to the implementation of ICT.
Goal 2	To ensure students access a safe, happy, stimulating learning environment that encourages them to be confident, resilient and persistent.
Target 2.1	Develop students as active and empowered learners
Target 2.2	Implement an EAL policy including the documentation of EAL practices and procedures at CEPS.

Key Improvement Strategy 2.a Empowering students and building school pride	Develop students as active and empowered learners
Goal 3	To develop a cohesive and consistent approach to building students' social and emotional health to reinforce the school's values
Target 3.1	Embed a consistent approach to building students' emotional and social wellbeing, in line with our school values.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed the School Wide Positive Behaviour Support framework

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To achieve an improved learning growth in all areas of the curriculum	Yes	Professional learning teams analyse and reflect on student data to determine education for staff in curriculum areas.	The collection of data and analysing it is systematic in planning meetings throughout the school in order to plan the teaching program
		Teachers use a consistent teaching and learning framework for ICT, ensuring students acquire crucial digital skills, which are applied in a range of contexts.	An ICT Action Plan is implemented throughout the school
To ensure students access a safe, happy, stimulating learning environment that encourages them to be confident, resilient and persistent.	Yes	Develop students as active and empowered learners	Students vocalise and exhibit agency as part of their evidence of learning
		Implement an EAL policy including the documentation of EAL practices and procedures at CEPS.	EAL teaching pedagogy is documented for CEPS.

To develop a cohesive and consistent approach to building students' social and emotional health to reinforce the school's values	Yes	Embed a consistent approach to building students' emotional and social wellbeing, in line with our school values.	The SWPBS system is consistently applied throughout the school
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Goal 1	To achieve an improved learning growth in all areas of the curriculum		
12 Month Target 1.1	The collection of data and analysing it is systematic in planning meetings throughout the school in order to plan the teaching program		
12 Month Target 1.2	An ICT Action Plan is implemented throughout the school		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop and document an agreed strategy to ensure collaborative teamwork drives high, consistent performance with individual and collective accountability for improving student learning outcomes.		Yes
KIS 2 Building practice excellence	Consolidate and document a whole school approach to the implementation of ICT.		Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Rationale: A dedicated Professional Learning Team for 2020 has been formed, to facilitate the construction of actions and implementation of these relating to ICT across the school. Representation in this PLT across all year levels ensures consistency in professional development and the development of a sequence of learning across the school which is authentic.</p> <p>Relevant school data: Achieve improved learning growth in all curriculum areas. This will be measured by teachers through relative growth testing including: * PATreading / PATmaths 12month Growth Analysis * NAPLAN Relative Growth Data</p>		

	<p>* SWST Data</p> <p>Links to Strategic Plan: 'Collect and analyse data via surveys to determine effectiveness of digital devices to stimulate and enhance student learning and achievement' 'Leverage digital tools to connect students to their world'</p>	
Goal 2	To ensure students access a safe, happy, stimulating learning environment that encourages them to be confident, resilient and persistent.	
12 Month Target 2.1	Students vocalise and exhibit agency as part of their evidence of learning	
12 Month Target 2.2	EAL teaching pedagogy is documented for CEPS.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop students as active and empowered learners	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Rationale: The school is embedding a culture of Student Agency across all levels. Opportunities for a negotiated curriculum and personalised approaches demonstrating student learning growth are being explored at all levels. Implementing this as an expectation and the teacher education around facilitating curriculum demands and assessment are areas for focus this year.</p> <p>Relevant school data: Improvement in the ATSS results for the Student Voice and Agency dimension: 'At this school I help decide things like classroom activities or rules.' (73%) 'I have a say in the things I learn.' (68%) 'My teacher likes my ideas.' (74%) 'I am encouraged to share my ideas.' (75%)</p> <p>Links to Strategic Plan: 'Develop student agency to empower students to take responsibility for their own learning.' 'Ensure students have an understanding of learning intentions and have established goals for their learning linked to school priorities as well as success criteria to measure student progress.'</p>	

Goal 3	To develop a cohesive and consistent approach to building students' social and emotional health to reinforce the school's values	
12 Month Target 3.1	The SWPBS system is consistently applied throughout the school	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Embed the School Wide Positive Behaviour Support 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.	<p>Rationale: To build the capacity of students to be socially responsible and respectful in all relationships, in an environment with expected standards and a framework which delivers equity across the school in this area.</p> <p>Relevant school data:</p> <ul style="list-style-type: none"> SWPBS data shows improvement in all areas, AToSS data for factors managing bullying is improved, effective classroom behaviour increase by 5%. <p>Links to Strategic Plan: 'Consistently implement and document the whole school approach to student wellbeing'</p>	

Define Actions, Outcomes and Activities

Goal 1	To achieve an improved learning growth in all areas of the curriculum
12 Month Target 1.1	The collection of data and analysing it is systematic in planning meetings throughout the school in order to plan the teaching program
12 Month Target 1.2	An ICT Action Plan is implemented throughout the school
KIS 1 Curriculum planning and assessment	Develop and document an agreed strategy to ensure collaborative teamwork drives high, consistent performance with individual and collective accountability for improving student learning outcomes.
Actions	<p>Leaders:</p> <ul style="list-style-type: none"> • Establish agreed protocols to be used at all PLT meetings, to promote a consistency in developing teaching skills in all curriculum areas. • PLT Leaders develop Action plans for PLTs to address, which are closely aligned to the AIP • Leading Teacher meets routinely with all Team Planning sessions to upskill teachers in reading the diagnostics of student achievement data <p>Teachers:</p> <ul style="list-style-type: none"> • Incorporate the (HITS) Differentiated Teaching into their classroom programs throughout 2020 which will be monitored through the team planning processes and structures. • Peer Observations are routinely carried out with support from the Leading Teacher, AP and Principal. <p>Students:</p> <p>Achieve improved learning growth in all curriculum areas. This will be measured by teachers through relative growth testing including:</p> <ul style="list-style-type: none"> * PAT Reading / PAT Maths 12 month Growth Analysis * NAPLAN Relative Growth Data * SWST Data
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • encourage the HITS Differentiated Teaching strategy (effect size 1.07) to provide challenge, success and improved learning for all students • review data sets

	<p>Teachers will:</p> <ul style="list-style-type: none"> • routinely review what the individual student data saying? • identify what the student needs to be doing differently to shift this data? • plan a program which addresses the learning of student knowledge, skills or behaviours. • articulate the change in their practice which facilitated a shift in data. • assess against prior achievements, rather than against other students' work <p>Students will:</p> <ul style="list-style-type: none"> • choose learning activities based on agreed goals • be supported and challenged to reach their learning potential 			
Success Indicators	<p>Leaders:</p> <ul style="list-style-type: none"> • identify differentiation in all year level planners • see an increase in PDP goals inclusive of differentiation <p>Teachers:</p> <ul style="list-style-type: none"> • establish Team Meeting structures with process • routinely plan programs using data sets to inform the learning directions • work collectively to moderate and share expertise <p>Students:</p> <ul style="list-style-type: none"> • achieve improved learning growth in all curriculum areas 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop agreement of the items for Team Meeting inclusions each week - inclusive of moderation and data	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Identify and establish a network of staff with expertise in data, as Mentors for teams. These staff will provide education where support is required with colleagues.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 2 Building practice excellence	Consolidate and document a whole school approach to the implementation of ICT.
Actions	<ul style="list-style-type: none"> • High Level Key Focus Areas: <ol style="list-style-type: none"> 1. Develop a clearly articulated shared vision for ICT in Teaching and Learning through an Action Plan which the ICT Committee can implement with staff in 2020. 2. Complete a full audit of current ICT resources and source new resources which can be implemented into the school's curriculum. 3. Staff undertake the ePotential Survey
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • be able to clearly articulate the shared vision for teaching and learning with ICT. • determine clear actions and a timeline for achieving them through the development of an action plan. • distribute the eLearning modules to all staff. • ensure ICT resources are up-to-date and allow the school to respond to modern trends, taking advantage of future improvements in ICT infrastructure and delivery. <p>Teachers will:</p> <ul style="list-style-type: none"> • explicitly teach ICT to students to set and track progress. • work in PLTs to explicitly integrate opportunities for ICT within the school planning • follow eSmart principles for the smart, safe, responsible use of ICT. <p>Students will:</p> <ul style="list-style-type: none"> • be able to identify specific examples of ICT skills and knowledge in learning in their classes. • set and track progress against individual learning goals.
Success Indicators	<p>Leaders:</p> <ul style="list-style-type: none"> • develop and implement the ICT action plan across the school. • see the Effective Teaching practice for cognitive engagement (Stimulated Learning) on the ATTS rises from 17.1 percentile to 25 percentile. <p>Teachers:</p> <ul style="list-style-type: none"> • plan, implement and evaluate using the newly developed scope and sequence document. • use the scope and sequence to plot student progress.

	Students: <ul style="list-style-type: none"> demonstrate an awareness of eSmart principles and responsible use of ICT through their actions. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a clearly articulated shared vision for ICT in teaching and learning. <ul style="list-style-type: none"> Develop an ICT Action plan. Implement an ICT Action plan. 	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Audit of ICT resources All teachers to identify and explore digital systems with their students (hardware and software components), with peripheral devices for different purposes, and expansion of different types of data.	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Education provision for teachers to effectively teach the skills required in the CEPS ICT Scope and Sequence Document	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To ensure students access a safe, happy, stimulating learning environment that encourages them to be confident, resilient and persistent.			
12 Month Target 2.1	Students vocalise and exhibit agency as part of their evidence of learning			
12 Month Target 2.2	EAL teaching pedagogy is documented for CEPS.			
KIS 1 Empowering students and building school pride	Develop students as active and empowered learners			

Actions	<ul style="list-style-type: none"> • Develop a whole-school understanding of what student agency in learning looks like. • Identify opportunities to activate student agency in learning. <p>1. Improvement in the ATSS results for the Student Voice and Agency dimension: 'At this school I help decide things like classroom activities or rules.' (73%) 'I have a say in the things I learn.' (68%) 'My teacher likes my ideas.' (74%) 'I am encouraged to share my ideas.' (75%)</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • be able to clearly articulate what student agency looks like at Cheltenham East Primary School. • ensure students are consulted as key stakeholders in the whole-school curriculum planning. • regularly meet with the JSC to seek feedback on implementation progress. • regularly observe lessons to monitor implementation progress. <p>Teachers will:</p> <ul style="list-style-type: none"> • be able to articulate what student agency in learning looks like both generally and within specific subject areas. • explicitly teach students to set and track progress against individual learning goals. • work in PLTs to explicitly integrate opportunities for student agency within the school planning, including seeking feedback from the JSC. <p>Students will:</p> <ul style="list-style-type: none"> • be able to identify specific examples of agency in learning in their classes. • set and track progress against individual learning goals. • formally contribute to curriculum planning through JSC.
Success Indicators	<p>Leaders:</p> <ul style="list-style-type: none"> • encourage professional learning presentations on student agency • drive student agency through the School Council avenue • support teachers to investigate further opportunities for authentic student engagement with learning <p>Teachers:</p> <ul style="list-style-type: none"> • have PDP notes which reflect on progress in implementing agency in learning/lesson plans/curriculum plans/notes from consultation with JSC. <p>Students:</p> <ul style="list-style-type: none"> • experience a variety of opportunities for agency, JSC feedback/minutes/agendas, individual learning goal records.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Humanities rubrics at all year levels include a student agency factor	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
All classroom teachers use the JSC to share student voice in the school	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Personal student goal setting is done at every year level at the start of every term (minimum). Explicit skills to do this are taught.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To develop a cohesive and consistent approach to building students' social and emotional health to reinforce the school's values			
12 Month Target 3.1	The SWPBS system is consistently applied throughout the school			
KIS 1 Setting expectations and promoting inclusion	Embed the School Wide Positive Behaviour Support framework			
Actions	<ul style="list-style-type: none"> • High Level Key Focus Areas: 1 Develop a whole-school understanding of the SWPBS framework through embedding its use within the classroom and across the whole school.and pass this onto parents and the wider community. 2 Implement the SWPBS behaviour 'I Can' posters across the school. 			

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Model positive and respectful relationships at all times • Have a strong knowledge of SWPBS • Regularly monitor implementation and effectiveness of SWPBS • Support staff to use effective classroom practices. <p>Teachers will:</p> <ul style="list-style-type: none"> • Understand what SWPBS is • Consistently implement SWPBS at all times • Model positive and respectful relationships • Develop individual plans to support students displaying Tier Two and Three behaviours. <p>Students will:</p> <ul style="list-style-type: none"> • Be able to identify the school's expected behaviours • Be able to identify the SWPBS in action (e.g. specific examples in their classes) 			
Success Indicators	<p>Leaders:</p> <ul style="list-style-type: none"> • collate minutes from meetings and professional learnings, notes from support staff with specific incidents, notes from learning walks/classroom observations, SWPBS data <p>Teachers:</p> <ul style="list-style-type: none"> • use SWPBS data; records of individual interventions or plans for students; <p>Students:</p> <ul style="list-style-type: none"> • are involved in SWPBS data; conversations/feedback to teachers; AToSS data for factors managing bullying, effective classroom behaviour increase by 5%. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Well Being Committee to introduce positive 'I Can' statements around our four values.	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used

<p>Ensure the Parent community is fully informed of the SWPBS program and particularly about the positive 'I Can' statements the children are learning.</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$2,000.00	\$91.00
Additional Equity funding	\$20,000.00	\$20,000.00
Grand Total	\$22,000.00	\$20,091.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Develop agreement of the items for Team Meeting inclusions each week - inclusive of moderation and data	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$45.50
Identify and establish a network of staff with expertise in data, as Mentors for teams. These staff will provide education where support is required with colleagues.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$45.50
Totals			\$2,000.00	\$91.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
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Additional Equity spending to be put towards maintaining a Literacy Intervention teacher on a part time basis three days a week. This teacher will be working closely particularly with the Literacy and occasionally with the Numeracy Learning Specialists in maximising outcomes for students who are struggling in these areas.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	\$20,000.00
Totals			\$20,000.00	\$20,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop agreement of the items for Team Meeting inclusions each week - inclusive of moderation and data	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Identify and establish a network of staff with expertise in data, as Mentors for teams. These staff will provide education where support is required with colleagues.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Numeracy consultant to take staff through data and curriculum development	<input checked="" type="checkbox"/> On-site
Develop a clearly articulated shared vision for ICT in teaching and learning. <ul style="list-style-type: none"> Develop an ICT Action plan. Implement an ICT Action plan. 	<input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Audit of ICT resources All teachers to identify and	<input checked="" type="checkbox"/> PLT Leaders	from: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

explore digital systems with their students (hardware and software components), with peripheral devices for different purposes, and expansion of different types of data.		to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Education provision for teachers to effectively teach the skills required in the CEPS ICT Scope and Sequence Document	<input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Well Being Committee to introduce positive 'I Can' statements around our four values.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Work with Anthony King School Wide positive behaviour schools and the Well being PLT to produce I Can statements around our 4 school values.	<input checked="" type="checkbox"/> On-site