**2021 Annual Implementation Plan**

Submitted for review by Nick Schneider (School Principal) on 14 December, 2020 at 12:39 PM  
Endorsed by Leonie King (Senior Education Improvement Leader) on 14 December, 2020 at 03:22 PM  
Endorsed by Kylie Bethune (School Council President) on 18 December, 2020 at 06:35 AM

**for improving student outcomes**

Baxter Primary School (3023)



**Self-evaluation Summary - 2021**

Baxter Primary School (3023)

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|  | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level | Evidence and Analysis |
| **Excellence in teaching and learning** |  | Building practice excellence | Emerging moving towards Evolving |  |
|  | Curriculum planning and assessment | Evolving |  |
|  | Evidence-based high-impact teaching strategies | Emerging |  |
|  | Evaluating impact on learning | Emerging moving towards Evolving |  |

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| **Professional leadership** |  | Building leadership teams | Evolving |  |
|  | Instructional and shared leadership | Evolving |  |
|  | Strategic resource management | Evolving |  |
|  | Vision, values and culture | Evolving |  |

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| **Positive climate for learning** |  | Empowering students and building school pride | Evolving |  |
|  | Setting expectations and promoting inclusion | Evolving |  |
|  | Health and wellbeing | Evolving |  |
|  | Intellectual engagement and self-awareness | Evolving |  |

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

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| **Enter your reflective comments** | Our focus over the course of the Strategic Plan is to improve excellence in teaching through the development of collaborative teams, building teacher knowledge and student engagement.  This will be the 4th year of our Strategic Plan and we anticipate that 2021 will be a review year, although this may be pushed back. Our energy and focus will be to continue building our PLC with a focus on developing 2 collaborative teams to build teacher knowledge, improve pedagogy and consistency across the school. Developing an Instructional model will form a large part of our work. From a structural perspective, due to our inability to conduct school tours, we didn't grow another class as we had predicted, therefore we will be running a Foundation/One class in 2021. The Junior and Senior Teams will be swapping buildings however the teaching staff in each area will consolidate. Students in the lower year of each multi age class will stay with their current teacher and ES staff will be shuffled around the school to meet the needs of students funded under PSD. |
| **Considerations for 2021** | Initial planning for 2021 is as follows: Continuing with 8 classes Foundation, F/1, 1/2 x 2, 3/4 x 2, 5/6 x 2 Teachers consolidating in their areas 2 x PLC Teams (Senior and Junior) Swapping buildings Review year (Term 4) |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | 2021 Priorities Goal |
| Target 1.1 | Support for the 2021 Priorities |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Learning, catch-up and extension priority |
| Key Improvement Strategy 1.b Health and wellbeing | Happy, active and healthy kids priority |
| Key Improvement Strategy 1.c Building communities | Connected schools priority |
| Goal 2 | To improve student achievement and growth in Literacy & Numeracy |
| Target 2.1 | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **targets**  By 2021:  NAPLAN           Ensure the percentage of students achieving in the top two bands at year 3 is maintained or increased at year           Ensure medium to high relative growth data in NAPLAN is at or above 75% in reading, writing and numeracy           Increase the percentage of A and B assessments against the Victorian Curriculum levels from 2017 bench marks in reading, writing and numeracy    School Staff Survey – School Climate Module           Improve the percentage responses from the 2016 survey for efficacy, academic emphasis and collaboration as measured in the staff survey   |  |  | | --- | --- | | **Factor** | **2016 Benchmark** | | Efficacy | 74% | | Academic emphasis | 72% | | Collaboration | 84% | | | |
| Key Improvement Strategy 2.a Building practice excellence | Develop a whole school instructional model for teaching and learning to build collaborative practices for Professional Learning Communities. |
| Key Improvement Strategy 2.b Building practice excellence | Using the PLC Model, build the capacity of teachers to work collaboratively to plan, implement and assess programs to improve student outcomes in Literacy and Numeracy. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | KIS 1 - In 2021, students selected for intervention will achieve 18 months growth over 1 year in Reading.   KIS 2 - In 2021, Year 6 students AToSS 'Resilience' percentile will increase to 75% or greater.  KIS 3 - In 2021, the POS the percentile for 'Student connectedness' and 'Positive transitions' will increase to 60% or greater. |
| To improve student achievement and growth in Literacy & Numeracy | Yes | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **targets**  By 2021:  NAPLAN           Ensure the percentage of students achieving in the top two bands at year 3 is maintained or increased at year           Ensure medium to high relative growth data in NAPLAN is at or above 75% in reading, writing and numeracy           Increase the percentage of A and B assessments against the Victorian Curriculum levels from 2017 bench marks in reading, writing and numeracy    School Staff Survey – School Climate Module           Improve the percentage responses from the 2016 survey for efficacy, academic emphasis and collaboration as measured in the staff survey   |  |  | | --- | --- | | **Factor** | **2016 Benchmark** | | Efficacy | 74% | | Academic emphasis | 72% | | Collaboration | 84% | | | | KIS 1 - In 2021, 90% of all students will achieve 12 months growth in Reading based on Teacher Assessed Judgements.  KIS 2 - In 2021 the responses in the SoS for 'Efficacy', 'Academic Emphasis' and 'Collaboration' will improve. |

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| Goal 1 | 2021 Priorities Goal | |
| 12 Month Target 1.1 | KIS 1 - In 2021, students selected for intervention will achieve 18 months growth over 1 year in Reading.   KIS 2 - In 2021, Year 6 students AToSS 'Resilience' percentile will increase to 75% or greater.  KIS 3 - In 2021, the POS the percentile for 'Student connectedness' and 'Positive transitions' will increase to 60% or greater. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Curriculum planning and assessment | Learning, catch-up and extension priority | Yes |
| **KIS 2**  Health and wellbeing | Happy, active and healthy kids priority | Yes |
| **KIS 3**  Building communities | Connected schools priority | 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. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021. | |
| Goal 2 | To improve student achievement and growth in Literacy & Numeracy | |
| 12 Month Target 2.1 | KIS 1 - In 2021, 90% of all students will achieve 12 months growth in Reading based on Teacher Assessed Judgements.  KIS 2 - In 2021 the responses in the SoS for 'Efficacy', 'Academic Emphasis' and 'Collaboration' will improve. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Develop a whole school instructional model for teaching and learning to build collaborative practices for Professional Learning Communities. | Yes |
| **KIS 2**  Building practice excellence | Using the PLC Model, build the capacity of teachers to work collaboratively to plan, implement and assess programs to improve student outcomes in Literacy and Numeracy. | 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. | Both these KIS were earmarked for 2020 however the ability to achieve these was diminished due to the introduction of remote and flexible learning. These KIS link heavily to the Strategic Plan and 2021 is a year of review with a new 4 year plan to be developed.  The Leadership Team completed training on the PLC approach in 2019 and look forward to implementing the knowledge gained. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | 2021 Priorities Goal | | | | |
| 12 Month Target 1.1 | KIS 1 - In 2021, students selected for intervention will achieve 18 months growth over 1 year in Reading.   KIS 2 - In 2021, Year 6 students AToSS 'Resilience' percentile will increase to 75% or greater.  KIS 3 - In 2021, the POS the percentile for 'Student connectedness' and 'Positive transitions' will increase to 60% or greater. | | | | |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | | | | |
| **Actions** | Whole school level Develop the data literacy of teachers to inform understanding of student needs and progress to ensure effective differentiation for student learning  Classroom level Prioritise curriculum ‘essentials’ in Literacy and Numeracy and ensure these are taught to support students’ learning | | | | |
| **Outcomes** | Whole school level PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons, with a focus on HITS Teachers will consistently and explicitly implement the school’s English non-negotiables  Classroom level Teachers will develop an understanding of curriculum essentials to ensure mastery through use of whole school 'Be your best at Baxter' document  Individual and tailored level Students will know what their next steps are to progress their learning through the use of learning goals | | | | |
| **Success Indicators** | Whole school level Teachers’ formative assessment data and teacher judgement data  Classroom observations and learning walk notes and feedback  Classroom level Documentation and data from formative assessments (Outlined in Assessment Schedule) Baxter Drive data wall indicating student progress  Individual and tailored level Teacher Assessed data used to identify students for 2021 Intervention program Individual Learning Plans | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Targeted Intervention Program, utilising additional specialist staff time fractions and a structured timetable. This will be a Literacy focus (Reading) and will be aimed at catching up the students whose learning was less than expected due to the Covid pandemic. This program will aim to add an additional 6 months growth throughout the course of the year. | | 🗹 Leadership Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 3 | $51,119.00  🞎 Equity funding will be used |
| Continue with Professional Learning Teams, using data to inform teaching and learning, and structured intervention. A huge focus will be to develop consistency across the whole school. | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Professional Learning, this will be conducted on Tuesday afternoons as outlined on our Professional Learning Schedule (PLS). High Impact Teaching Strategies will be a focus. | | 🗹 School Improvement Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Continue to map and analyse student data on our Data Wall. This will focus on Reading and Writing. | | 🗹 Learning Specialist(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Learning Intentions and Success Criteria will continue to be a major focus, these will be developed, displayed and constantly referred back to for each lesson. Teachers will be supporting students to move into creating their own learning goals as they progress to understanding how lessons are structured. | | 🗹 Learning Specialist(s)  🗹 School Improvement Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | | |
| **Actions** | Whole school level Wellbeing leader to implement the whole school 'Respectful Relationships' (RR) program   Classroom level Establish an agreed approach to monitoring and responding to student wellbeing concerns | | | | |
| **Outcomes** | Whole school level Teachers will incorporate trauma informed practices in classes and in planning units of work Leaders will strengthen engagement with regional and external support agencies   Classroom level Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use (Wellbeing Team) At-risk students will be identified and receive targeted support in a timely manner  Individual and tailored level Families of at-risk students will receive regular communication and support from the school and school chaplain Students and families will be connected to allied health and mental health services | | | | |
| **Success Indicators** | Whole school level Staff planning documents  Documentation of policies and programs Shared PL goals documented in staff PDPs  Classroom level Samples of student work  Documentation of resources for RR and other wellbeing programs  Individual and tailored level Attitudes to School Survey data | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Continue with School Chaplaincy Program (subject to funding announcement)  Trudy Connellan our School Chaplain works 2 days per week providing support to our students and their families. | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $26,790.00  🞎 Equity funding will be used |
| Conduct whole school professional learning on trauma-informed practice in Term 1. | | 🗹 Allied Health | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| The Respectful Relations Program will be implemented from Foundation to Year Six. This will include professional development followed by weekly lessons incorporated into teachers planning. Lessons will be scheduled at the same time across the school to ensure consistency. | | 🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s)  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $3,336.00  🗹 Equity funding will be used |
| Buddy Program to be redesigned and delivered with our Foundation and Year Five students. This will be done fortnightly. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Introduction of lunchtime clubs. Teachers and ES staff to nominate areas of strength and interest to provide students with extra curricular activities to improve student engagement. | | 🗹 All Staff | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Multiage and whole school celebration/community connect days to be targeted throughout the year. Staff to work in teams to plan activities for these days. A schedule for these will be developed at the beginning of the year. | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | | |
| **Actions** | Whole school level Increase engagement between school and families Strengthen relationships with local preschools, child care centres and neighbouring schools | | | | |
| **Outcomes** | Whole school level Teachers will have strong relationships with students and parents/carers  Classroom level Students will feel connected to their school and have positive attitudes to school (Student Voice) Students will transition in/out/through the school smoothly and will feel supported  Individual and tailored level Teachers and support staff will have strong relationships with parents/carers of at-risk students | | | | |
| **Success Indicators** | Whole school level Whole school surveys (PoS, AToSS)  Classroom level Positive student survey data (internal surveys, AToSS) Improved attendance data  Individual and tailored level Feedback received from student led conferences | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Continue to run 'Bounce into Baxter' transition program (7 sessions starting in June 2021) with individual transition packs for enrolled Foundation students to be developed. | | 🗹 Learning Specialist(s)  🗹 Year Level Co-ordinator(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $2,500.00  🞎 Equity funding will be used |
| Once permitted, Baxter Playgroup to recommence in 2021. New room to be set up and utilised by Parent Group. | | 🗹 Education Support  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $500.00  🞎 Equity funding will be used |
| Embed the school-wide approach to communication with parents/carers, continue using Compass (whole school), Seesaw (F-4) and Google Classroom (Seniors) | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,500.00  🞎 Equity funding will be used |
| Continue with Baxter Focus Group (BFGs) and other Student Voice opportunities. | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Strengthen engagement in regional and network communities of practice, investigate best fit for our school | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Goal 2 | To improve student achievement and growth in Literacy & Numeracy | | | | |
| 12 Month Target 2.1 | KIS 1 - In 2021, 90% of all students will achieve 12 months growth in Reading based on Teacher Assessed Judgements.  KIS 2 - In 2021 the responses in the SoS for 'Efficacy', 'Academic Emphasis' and 'Collaboration' will improve. | | | | |
| KIS 1 Building practice excellence | Develop a whole school instructional model for teaching and learning to build collaborative practices for Professional Learning Communities. | | | | |
| **Actions** | Whole school level Introduce 'Be your best at Baxter' document focussing on consistent practice and programs Develop whole school instructional Literacy model  Classroom level Teachers will develop an understanding of curriculum essentials to ensure mastery through use of whole school 'Be your best at Baxter' document Teachers will prioritise curriculum ‘essentials’ in Mathematics and English  Individual and tailored level Students will set learning goals based on their area of need | | | | |
| **Outcomes** | Whole school level All teachers will consistently and explicitly implement the school’s English non-negotiables, reflected in planning documents   Classroom level Planning documents will reflect 'Be your best at Baxter' Teachers take a collective approach to the students in their PLT  Individual and tailored level Students will receive a consistent approach to learning Student learning outcomes will improve | | | | |
| **Success Indicators** | Whole school level Documented Instructional Model developed in conjunction with English non-negotiables Updated 'Be your best at Baxter' document   Classroom level Detailed, consistent work programs and planning documents across both PLTs  Individual and tailored level Teacher assessed data in Reading will improve | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Conduct professional development sessions on HITs - Including 'explicit teaching' and 'structuring lessons' This will be conducted by the SIT. | | 🗹 School Improvement Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Introduce and implement consistent, whole school planning templates. Conduct PD for this across PLTs. | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Monitor English non-negotiables introduced in 2020, ensure accountability measures are in place | | 🗹 Learning Specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Introduce whole school Tutoring Program (intervention) focussing on Reading (See KIS 1a) | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 3 | $0.00  🞎 Equity funding will be used |
| Introduce, implement and provide PD for the 'Be your best at Baxter' document | | 🗹 All Staff  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 2 Building practice excellence | Using the PLC Model, build the capacity of teachers to work collaboratively to plan, implement and assess programs to improve student outcomes in Literacy and Numeracy. | | | | |
| **Actions** | Whole school level Embed Professional Learning Communities at Baxter PS  Conduct peer observations throughout PLTs  Classroom level Conduct professional learning in "Collective Efficacy' and 'Collaboration'  Individual and tailored level Student to set their own learning goals | | | | |
| **Outcomes** | Whole school PLTs collaboratively plan units of work with a focus on differentiation Staff will work more collaboratively together  Classroom Level Teacher practice will improve through feedback given from peer observations  Individual and tailored level Students will have more ownership over their learning | | | | |
| **Success Indicators** | Whole school level Staff Opinion Survey for 'Efficacy', 'Academic Emphasis' and 'Collaboration'   Classroom Level Detailed PLC minutes will be taken for each meeting (structured, consistent, whole school agenda) Planning documents will reflect a PLC approach  Individual and tailored level Learning goal displays | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Introduce peer observations, conduct PD. Leadership Team to develop structure, teachers to determine processes and protocols. | | 🗹 Leadership Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 3  to: Term 4 | $3,200.00  🗹 Equity funding will be used |
| Conduct professional development sessions on 'Collective Efficacy' and 'Collaboration'. | | 🗹 Leadership Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| PLTs meet weekly with a structured agenda, minutes to be taken and stored centrally on Google docs. | | 🗹 PLT Leaders  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

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| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $6,536.00 | $6,536.00 |
| Additional Equity funding | $43,000.00 | $43,000.00 |
| **Grand Total** | $49,536.00 | $49,536.00 |

Activities and Milestones

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| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| The Respectful Relations Program will be implemented from Foundation to Year Six. This will include professional development followed by weekly lessons incorporated into teachers planning. Lessons will be scheduled at the same time across the school to ensure consistency. | from: Term 1  to: Term 4 | 🗹 School-based staffing | $3,336.00 | $3,336.00 |
| Introduce peer observations, conduct PD. Leadership Team to develop structure, teachers to determine processes and protocols. | from: Term 3  to: Term 4 | 🗹 School-based staffing  🗹 CRT | $3,200.00 | $3,200.00 |
| **Totals** | | | $6,536.00 | $6,536.00 |

Additional Equity spend

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| **Outline here any additional Equity spend for 2021** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Release Learning Specialist teacher on Wednesdays from the classroom. | from: Term 1  to: Term 4 | 🗹 School-based staffing | $30,000.00 | $30,000.00 |
| Intervention Program set up- resources, PD, Teaching & Learning SIT member/Learning Specialist release time to support the tutors. | from: Term 1  to: Term 3 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT  🗹 Assets | $13,000.00 | $13,000.00 |
| **Totals** | | | $43,000.00 | $43,000.00 |

**Professional Learning and Development Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Targeted Intervention Program, utilising additional specialist staff time fractions and a structured timetable. This will be a Literacy focus (Reading) and will be aimed at catching up the students whose learning was less than expected due to the Covid pandemic. This program will aim to add an additional 6 months growth throughout the course of the year. | 🗹 Leadership Team  🗹 Teacher(s) | from: Term 1  to: Term 3 | 🗹 Planning  🗹 Preparation  🗹 Design of formative assessments | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning | 🗹 Learning Specialist  🗹 Departmental resources  TBA | 🗹 On-site |
| Professional Learning, this will be conducted on Tuesday afternoons as outlined on our Professional Learning Schedule (PLS). High Impact Teaching Strategies will be a focus. | 🗹 School Improvement Team  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Learning Specialist  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Conduct whole school professional learning on trauma-informed practice in Term 1. | 🗹 Allied Health | from: Term 1  to: Term 1 | 🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Departmental resources  SSS psychologists | 🗹 On-site |
| The Respectful Relations Program will be implemented from Foundation to Year Six. This will include professional development followed by weekly lessons incorporated into teachers planning. Lessons will be scheduled at the same time across the school to ensure consistency. | 🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Conduct professional development sessions on HITs - Including 'explicit teaching' and 'structuring lessons' This will be conducted by the SIT. | 🗹 School Improvement Team  🗹 Teacher(s) | from: Term 1  to: Term 2 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Learning Specialist  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Introduce and implement consistent, whole school planning templates. Conduct PD for this across PLTs. | 🗹 Leadership Team | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 School improvement partnerships  🗹 Learning Specialist | 🗹 On-site |
| Introduce, implement and provide PD for the 'Be your best at Baxter' document | 🗹 All Staff  🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Leadership partners  🗹 School improvement partnerships  🗹 Learning Specialist | 🗹 On-site |
| Introduce peer observations, conduct PD. Leadership Team to develop structure, teachers to determine processes and protocols. | 🗹 Leadership Team  🗹 Teacher(s) | from: Term 3  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Timetabled Planning Day | 🗹 Teaching partners  🗹 School improvement partnerships | 🗹 On-site |
| Conduct professional development sessions on 'Collective Efficacy' and 'Collaboration'. | 🗹 Leadership Team  🗹 Teacher(s) | from: Term 1  to: Term 2 | 🗹 Formalised PLC/PLTs  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 PLC Initiative  🗹 School improvement partnerships | 🗹 On-site |