

2021 Annual Implementation Plan

for improving student outcomes

Vermont South Special School (5025)



Submitted for review by Clare Merison (School Principal) on 11 December, 2020 at 11:41 AM
Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 01 February, 2021 at 09:28 AM
Endorsed by Graeme Herft (School Council President) on 01 February, 2021 at 03:31 PM

Self-evaluation Summary - 2021

Vermont South Special School (5025)

	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	Embedding	<p>Work in PLCs has continued throughout COVID and has been particularly pertinent to support new learning in running online platforms. Sharing the load of producing videos and having ready access to the work of others over this time has supported the less confident teachers. Improvement in presentation of videos and classroom practice has been evident across the school as a result of feedback from learning specialists and modelling of effective practice from learning specialists and colleagues.</p> <p>The whole school professional learning plan supports our schools improvement strategies, particularly in the areas of Maths, English and Personal and Social Capabilities. The PL that occurred during COVID included the technological aspects of delivering a remote program and the DET online challenging behaviour modules.</p> <p>Collaborative spaces were created for each learning team, including substantial building works, after a trial with one section in 2019. The benefits have been significant and staff report that the benefit of incidental conversation has improved collegiality and efficacy. Enquiry cycles have continued in each section, with support from the learning specialists and assistant principal. Enquiry cycles have been presented to all staff and have been videoed, to enable progress to be visible and to share the benefits of new learning across the school. External PL has been accessed by staff including Maths, Middle Leadership, and compliance related topics. A number of staff have or are completing a Masters of Special Education. We support these staff by providing study days as required.</p>
	Curriculum planning and assessment	Evolving moving towards Embedding	<p>HITS are used as a focus for observations.</p> <p>The school's curriculum plan integrates learning areas and capabilities, pedagogy and assessment into a sequential program of learning, particularly in the areas of A-D and up to L2 of the Victorian Curriculum. This ensures personalised and differentiated teaching and learning</p> <p>Moderation has taken place in all sections for sections in Maths and Writing, enabling greater consistency of teacher judgement of student progress which is recorded on data walls.</p>

	Evidence-based high-impact teaching strategies	Embedding	<p>Teachers believe that student efficacy and self-esteem is improved by individualised teaching and learning so that each child is challenged. Peer observations and support from learning specialists enabled teachers to improve their daily practice by incorporating HITS that were being effectively incorporated by others. We use explicit instruction and our own developed lesson structure to provide uniformity based on a shared belief of how students learn. Work of PLCs is based on the needs of the teaching team and the strategic direction of the school. Presentations of teaching teams to the rest of the staff, of the identified gap in learning of their students, and the collective and structured approach to bridge the gap using data collected through the enquiry cycle has been effective and empowering.</p> <p>Regular and ongoing assessment is the basis for learning growth. Enquiry cycles have enabled teaching teams to focus on an area of need to improve targeted teaching and assess the outcomes for students. This process is valued and is a consistent aspect of PDPs.</p>
	Evaluating impact on learning	Embedding	<p>Teachers consistently use data to inform their practice. PLCs regularly devote time to collectively look at data and what it is telling them. Practice is modified to ensure that teaching is continuously meeting the needs of students. Shared moderation exercises in PLCs this year has resulted in a growth in skill and confidence of teachers to use teacher judgement with greater accuracy and consistency. Teacher efficacy has improved as a result. Our documented whole school assessment schedule allows for opportunities for learning specialists to work with teachers to ensure consistency in assessment practices.</p>

Professional leadership		Building leadership teams	Embedding moving towards Excelling	<p>The program developed for remote learning clearly demonstrates that staff have a very clear understanding of the school's priorities and culture. Existing planning for term two and three was readily adapted so that the student goals could continue to be the focus during remote learning. Whilst remote learning had its challenges, student outcomes were achieved with parental support of our student learning. Teacher capabilities improved and all delivered a learning from home program which supported all students. School council were actively involved in home learning and delivered feedback to the school from parents. The school was very responsive to family need and wellbeing, the school had 30% of our cohort attending on site, ensuring that vulnerable students were supported in their learning.</p> <p>Significant change in the leadership team, with the principal announcing her retirement, has shown that succession planning has been in place as there is capability within the staff to continue with the school direction. The opportunities from lockdown illustrated the groundwork that had been built around constructive and respectful relationships, whereby all teachers were communicating with families at least 5 times per week to support student learning and wellbeing in the home environment. Feedback from families overwhelmingly supports the safety and respect that developed during this time.</p>
		Instructional and shared leadership	Embedding	<p>Whilst we have moved in many aspects into embedding there is still work to be done in the area of student voice and this will be a 2021 priority. The ability to work on improving student voice was impacted by COVID.</p> <p>Skill of the leaders, including AP and learning specialists ensured that the home program improved student outcomes. This included coaching staff in how to deliver an effective online program which included shared videoed lessons available across the sections of the school and focused on HITS. The evaluation of the program and student progress was a high priority.</p>

	Strategic resource management	Embedding	<p>Community of Practice work was impacted by COVID, however, network support from our SEIL and region, as well as NEVR Principals groups and PASS were, in effect, communities of practice during COVID times and informed much of the planning to the COVID response.</p> <p>During COVID, the employment of CRTs to ensure the students on site were supervised effectively and could participate in the remote learning program.</p> <p>Professional learning was conducted online and all teaching staff completed the DET managing challenging behaviour modules, mandatory infection control. In addition, learning specialists ran PL sessions for staff. Practice days have continued during remote learning and the science curriculum has been completed during this. Learning specialists and section leaders and classroom teachers have all attended regional capability days, including differentiated teaching. School council has completed the governance training. All staff have been involved in this self-evaluation.</p>
	Vision, values and culture	Embedding	<p>Learning specialists and AP have worked closely with staff to design school instructional programs.</p> <p>Vision now reflects learning as one of our 4 values (respect, responsibility, resilience and learning)</p>

Positive climate for learning		Empowering students and building school pride	Embedding	<p>Parent opinion survey and AToSS will Connection to families increased during remote learning due to individual class Webex meetings and 3 weekly meetings with family/carers.</p> <p>30% of the student cohort attended school during remote learning (approximately 20 students each day)</p> <p>COVID has impacted on how student leadership has progressed in the school environment this year</p>
		Setting expectations and promoting inclusion	Embedding	<p>CUST training in 2019 has impacted planning for 2020. As a result of the training, Specialist team began an inquiry cycle which will be completed in 2021.</p> <p>PL has been conducted and teachers are using the HITS, and are supported by the learning specialists and AP, to increase their capabilities to engage children in the classroom by assessing and planning for individual student needs.</p> <p>Our senior students have been writing and monitoring their own learning goals.</p> <p>The SWPBS PLC supported parents at home to manage behaviours and an "I am awesome at home" wristband was given to students to continue this learning in the home environment.</p>
		Health and wellbeing	Embedding	<p>During remote learning student wellbeing was a huge focus. Teachers connected with students daily and with their families 3 times per week. In addition, the on-site program supported students who were identified as vulnerable.</p> <p>Health and Well-being is a continuing focus for the school and this was evident in feedback through COVID.</p>
		Intellectual engagement and self-awareness	Embedding	<p>Teachers have high expectations for students, however, during COVID assessment has been challenging.</p> <p>Teachers work collaboratively, and resources have been allocated to support this through changing building configuration.</p>

Community engagement in learning	Building communities	Evolving	During COVID times the school worked closely with families. Learning resources were delivered to families and food packages delivered to those families in need. All students were supported with ICT at home including home visits to connect devices to the internet.
	Global citizenship	Evolving	Through active participation in our nude food and recycling campaign we have a sustainability focus. Global citizenship is not our primary focus for our students, all of whom have an intellectual disability. Respectful Relationships resources are utilised throughout the school to promote harmony and respect both at school and in the community.
	Networks with schools, services and agencies	Embedding	COVID has highlighted the importance of our already established connections within the region and within our networks. Partnership with Food Bank enabled us to deliver food parcels to disadvantaged families through lockdown and lunch parcels for students when at school Transitions continued to be successful in meeting the needs of families, via virtual tours and new website.
	Parents and carers as partners	Embedding	Our relationships with parents and carers remained very strong throughout lockdown and we supported all families who were vulnerable. We have continued to celebrate through daily WEbex and photobook of our extraordinary year.

Enter your reflective comments	<p>For this self-evaluation the whole staff were also involved in assessing where we are currently.</p> <p>2020 has been an extraordinary year in which the leadership team, the staff, teacher assistants, families and students have worked together to support each other in our learning and wellbeing.</p>
Considerations for 2021	<p>Appointment of a new principal COVID safety regulations Declining numbers of students 2 new graduate teachers and 1 new classroom teacher Employment of a Catch Up tutor</p>
Documents that support this plan	

SSP Goals Targets and KIS

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	Improve student achievement in reading and viewing.
Target 2.1	By 2022 the percentage of students who achieve 0 progression point growth will decrease from 30% (2018) of students to 15% in Reading & Viewing, Victorian Curriculum.
Target 2.2	By 2022 the percentage of students who achieve 1 progression point growth will increase from 30% (2018) of students to 40% in Reading & Viewing, Victorian Curriculum.
Target 2.3	By 2022 the percentage of students who achieve 2 or over progression point growth will increase from 40% (2018) of students to 45% in Reading & Viewing, Victorian Curriculum.

Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher understanding to assess and use data and evidence to inform point of need teaching and learning.
Key Improvement Strategy 2.b Building practice excellence	Build the skills of leaders and teams to improve student outcomes.
Key Improvement Strategy 2.c Building practice excellence	Use peer observation, reflective practice, mentoring and coaching to build the capacity of staff.
Goal 3	Maximise student engagement in learning
Target 3.1	By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks: <ul style="list-style-type: none"> • Student voice and agency from 86% to 90% • Stimulated learning from 86% to 90%.
Target 3.2	By 2022 improve (maintain at or above for one factor) the percentage of positive responses to the Parent Opinion Survey factors from the 2018 benchmarks: <ul style="list-style-type: none"> • Effective teaching from 92% to 95% • Student motivation and support from 92% to 95% • Stimulating learning environment at 95% or above.
Target 3.3	By 2022 improve the percentage of positive responses to the School Staff Survey factors from the 2018 benchmarks: <ul style="list-style-type: none"> • Teacher collective efficacy from 64% to 74% • Shielding and buffering from 53% to 63%.

Key Improvement Strategy 3.a Curriculum planning and assessment	Ensure curriculum planning and implementation engages and challenges students.
Goal 4	Strengthen students' sense of inclusion, safety and wellbeing.
Target 4.1	<p>By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Student resilience from 91% to 95% • Managing bullying from 90% to 94% • Sense of connectedness from 89% to 93%.
Target 4.2	<p>By 2022 improve (maintain at or above for one factor) the percentage of positive responses to the Parent Opinion Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Managing bullying from 89% to 93% • Not experience bullying factor from 63% to 73% • Respect for diversity at 95% or above.
Key Improvement Strategy 4.a Health and wellbeing	Embed the School Wide Positive Behaviour Support framework to deliver support to students, staff and families.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. To prioritise student and staff wellbeing to support learning outcomes and to address the impact of the events of 2020.
Improve student achievement in reading and viewing.	No	By 2022 the percentage of students who achieve 0 progression point growth will decrease from 30% (2018) of students to 15% in Reading & Viewing, Victorian Curriculum.	
		By 2022 the percentage of students who achieve 1 progression point growth will increase from 30% (2018) of students to 40% in Reading & Viewing, Victorian Curriculum.	
		By 2022 the percentage of students who achieve 2 or over progression point growth will increase from 40% (2018) of students to 45% in Reading & Viewing, Victorian Curriculum.	
Maximise student engagement in learning	No	By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks: <ul style="list-style-type: none"> • Student voice and agency from 86% to 90% 	

		<ul style="list-style-type: none"> • Stimulated learning from 86% to 90%. 	
		<p>By 2022 improve (maintain at or above for one factor) the percentage of positive responses to the Parent Opinion Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Effective teaching from 92% to 95% • Student motivation and support from 92% to 95% • Stimulating learning environment at 95% or above. 	
		<p>By 2022 improve the percentage of positive responses to the School Staff Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Teacher collective efficacy from 64% to 74% • Shielding and buffering from 53% to 63%. 	
Strengthen students' sense of inclusion, safety and wellbeing.	No	<p>By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Student resilience from 91% to 95% • Managing bullying from 90% to 94% • Sense of connectedness from 89% to 93%. 	
		<p>By 2022 improve (maintain at or above for one factor) the percentage of positive responses to the Parent Opinion Survey factors from the 2018 benchmarks:</p>	

		<ul style="list-style-type: none"> • Managing bullying from 89% to 93% • Not experience bullying factor from 63% to 73% • Respect for diversity at 95% or above. 	
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Goal 1	2021 Priorities Goal	
12 Month Target 1.1	To prioritise student and staff wellbeing to support learning outcomes and to address the impact of the events of 2020.	
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.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	To prioritise student and staff wellbeing to support learning outcomes and to address the impact of the events of 2020.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Whole School Level</p> <p>Maintain PLC structure to support teacher collaboration and reflection to strengthen teacher practice</p> <p>Employ a part time tutor to work with students as per the catch up program</p> <p>Support staff to complete post graduate education</p> <p>Classroom Level</p> <p>Embed consistent approaches to assessment and monitoring</p> <p>Work with sections to collaboratively plan units and sequences of work, with a focus on differentiation</p> <p>Support staff to embed the use of data for Reading, Writing and Maths to inform targeted planning</p> <p>Individual and Tailored Level</p> <p>Build staff capacity to assess and assign goals on IEPs</p> <p>Plan professional learning on differentiation</p>
Outcomes	<p>Whole School Level</p> <p>PLCs and sections will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons.</p> <p>Teachers will confidently and accurately identify student learning needs.</p> <p>Classroom Level</p> <p>Teachers will provide students with the opportunity to work at their level using differentiated resources</p> <p>Teachers will consistently implement the agreed assessment schedule and write appropriate goals</p> <p>Individual and Tailored Level</p> <p>Students will be supported by teachers, support staff and therapists work at their point of need.</p>

Success Indicators	<p>Whole School Level Teacher records and observations of student progress Teacher assessment data and teacher judgement data</p> <p>Classroom Level A documented assessment schedule and evidence of teachers inputting data and moderating assessments Differentiated curriculum documents and planning documents with evidence of student learning at different levels</p> <p>Individual and Tailored Level Student progress reflected against IEP goals Differentiated resources used in tailored supports</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLCs meet in each section on a weekly basis	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Deliver professional learning on assessment, goal writing, data, moderation and differentiation, reading, writing and maths.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,500.00 <input type="checkbox"/> Equity funding will be used
Update current assessment schedule	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage with parents/carers/kin through workshops, information night and open mornings	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Employ tutor	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$46,000.00 <input type="checkbox"/> Equity funding will be used
Continue to have an ES in every classroom	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$38,800.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff to enrol in post graduate education (Autism)	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Staff to attend the Science of Reading Professional learning	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Whole School Level Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels</p> <p>Classroom Level Introduce the Stop, Walk, Talk (SWPBS Bully Prevention) program and monitor the implementation and continued use Implement the Student wellbeing screening tool and address concerns</p>			

	<p>Individual and Tailored Level Targeted referrals for counselling for individual students with acute needs Continue to build relationships with all students and engage with families of at risk students</p>			
Outcomes	<p>Whole School Level Leaders will strengthen engagement with regional and external support agencies Teachers will model, and are consistent in, agreed routines and behaviour expectations</p> <p>Classroom Level Students will feel supported and engaged in their class and will contribute to a strong classroom culture At risk students will be identified and receive targeted support in a timely manner.</p> <p>Individual and Tailored Level Students will experience more success, academically and behaviorally, in their classes Students and families will be connected to allied health and mental health services (where available)</p>			
Success Indicators	<p>Curriculum documentation reflects social and emotional learning (PSC) Documentation of referrals or referral and communication process regarding monitoring and escalating wellbeing concerns (SENTRAL) Data used to identify and track students in need of targeted support Student wellbeing screening tool indicates that follow up / referrals have been made to appropriate agencies</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teacher to complete monthly student wellbeing checklist and for follow up to occur.	<input checked="" type="checkbox"/> Assistant Principal <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
Professional learning on Stop, Walk, Talk	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
Deliver Professional Learning in SWPBS	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Curriculum day with a focus on staff welfare	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<p>Whole School Level Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating new ways in which schools connected during remote and flexible learning. Plan for school facilities and grounds works that will me that our school is a great place to learn Engage KESO (DET) for our indigenous students The school will communicate with parents/carers/kin through the medium that best suits the family e.g. interpreters , translations, and spoken text</p> <p>Classroom Level Use digital channels of communication to provide regular updates on student learning programs Continue to engage in PLC's to foster collaboration and build collective efficacy</p> <p>Individual and Tailored Level Ensure that students requiring specific interventions are engaged with external agencies and supports. Develop a plan for increasing engagement of any parents/carers/kin that are under represented or hard to reach.</p>			

Outcomes	<p>Whole School Level Leaders will continue to prioritise time for staff to communicate and build relationships with parents/carers/kin Teachers will have strong relationships with students and parents/carers/kin</p> <p>Classroom Level Teachers will have strong relationships with students and parents/carers/kin</p> <p>Individual and Tailored Level Teachers will have strong relationships with students and parents/carers/kin of at-risk students All students will be connected to resources and learning opportunities</p>			
Success Indicators	<p>Whole School Level Records of conversations with parents/carers/kin will be kept on SENTRAL</p> <p>Classroom Level Positive student survey data</p> <p>Individual and Tailored Level Referrals documented centrally</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Expand parent/carer/kin access to school newsletters, social media and information sessions	<input checked="" type="checkbox"/> Leadership Team <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
Invite local community members and leaders to school open days, assemblies, concerts and other school events	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Prioritise time for staff to communicate and build relationships with parents/carers/kin	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$38,800.00	\$38,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$38,800.00	\$38,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Continue to have an ES in every classroom	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$38,800.00	\$38,000.00
Totals			\$38,800.00	\$38,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Deliver professional learning on assessment, goal writing, data, moderation and differentiation, reading, writing and maths.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Karen Starkiss possibly to visit the school	<input checked="" type="checkbox"/> On-site
Staff to attend the Science of Reading Professional learning	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants TBC	<input checked="" type="checkbox"/> Off-site TBC
Professional learning on Stop, Walk, Talk	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site