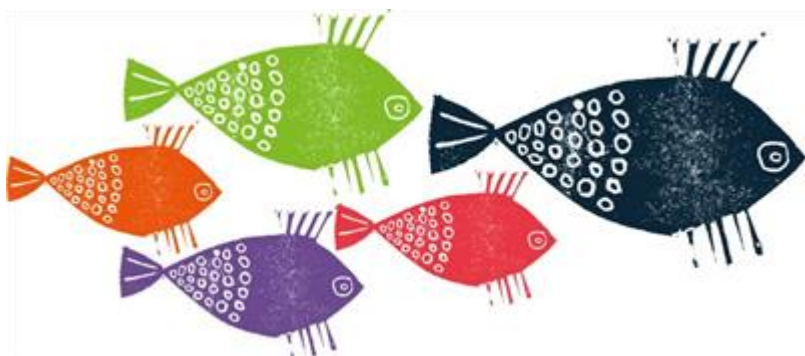


2020 Annual Implementation Plan

for improving student outcomes

Rosamond Special School (4792)



Submitted for review by Louise Dingley (School Principal) on 07 April, 2020 at 08:31 AM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 17 July, 2020 at 12:20 AM
Endorsed by Brett Morris (School Council President) on 24 August, 2020 at 05:01 PM

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

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

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

Enter your reflective comments	The school has a focus on data use and has increased the capability of staff to analyse data in order to direct the teaching at the students' point of need. This is an area we wish to further develop to ensure that all practice is evidence based. Throughout the school the curriculum is being consistently implemented, however, the whole school instructional framework is still being embedded. Explicit teaching and opportunities for feedback on practice is a future focus and the school has student voice opportunities in place and some avenues for students to follow their interests within the curriculum. Opportunities for more effective feedback between students and teachers will be further explored to support student learning and promote student outcome enhancement.
Considerations for 2020	A focus on building teacher data literacy and enhancing student voice and agency were highlighted as a result of the school review.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To ensure learning growth for each student with a focus on Literacy and Numeracy.
Target 1.1	<ul style="list-style-type: none"> • Speaking and Reading elements (73% positive effect in student growth in Vic Cur. 2019) at 80% • Number elements (60% positive effect in student growth in Vic Cur. 2019) at 70% • Staff Survey Outcomes: Academic emphasis 80%, Teacher Collaboration 85%, Understand how to analyse data 80% and Professional learning to improve practice 95%
Key Improvement Strategy 1.a Building practice excellence	<ul style="list-style-type: none"> • Improve staff capabilities in data collection, analysis and use to inform teaching practice and track student growth • Further develop fidelity to and consistency of practice in relation to the instructional framework • Further develop staff understanding and implementation of the curriculum and continuum of learning to inform planning and delivery at student point of need.
Goal 2	To develop students who are independent and engaged citizens.
Target 2.1	<p>AToSS – 10% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o I want to learn new things o My teacher thinks my ideas are good o I can do well at school o I try my best o My teacher helps me understand o I am good at learning

	<p>Staff Survey – 10% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o Promote student ownership of learning goals (2019, 78%) o Focus learning on real life problems (2019, 84%) o Support learning and growth of whole student (2019, 80%) o Believe student engagement is the key to learning (2019, 85%) o Use feedback to improve practice
<p>Key Improvement Strategy 2.a Global citizenship</p>	<ul style="list-style-type: none"> • To enhance student voice and agency for all students • To develop student capabilities in global citizenship
<p>Goal 3</p>	<p>To optimise student wellbeing.</p>
<p>Target 3.1</p>	<p>Targets</p> <ul style="list-style-type: none"> • AToSS – 10% improvement on the baseline data in the following areas; <ul style="list-style-type: none"> o I feel like I belong to this school o I am happy to be at this school o I try again when I don't get things right o I know where to get help if someone hurts me o I feel safe at this school • Staff Survey – 10% improvement on the baseline data in the following areas; <ul style="list-style-type: none"> o Trust in students and parents

	<ul style="list-style-type: none"> ○ Parent and community involvement ○ Support growth and learning of whole student ● Parent Survey – 10% improvement on the baseline data in the following areas; <ul style="list-style-type: none"> ○ Confidence and resilience ○ Safety outcomes ○ Student motivation and support ○ Positive transitions ○ Parent partnership and involvement ● VCAL/ASDAN – Have 100% completion of learning outcomes
<p>Key Improvement Strategy 3.a Intellectual engagement and self-awareness</p>	<ul style="list-style-type: none"> • Develop student’s ability to self-regulate and engage with their community • Further develop and embed a whole school approach to communication, collaboration and partnership with stakeholders • Further develop pathways for students in, through and beyond the school.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To ensure learning growth for each student with a focus on Literacy and Numeracy.	Yes	<ul style="list-style-type: none"> • Speaking and Reading elements (73% positive effect in student growth in Vic Cur. 2019) at 80% • Number elements (60% positive effect in student growth in Vic Cur. 2019) at 70% • Staff Survey Outcomes: Academic emphasis 80%, Teacher Collaboration 85%, Understand how to analyse data 80% and Professional learning to improve practice 95% 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Speaking and Reading elements (73% positive effect in student growth in Vic Cur. 2019) at 75%</p> <p>Number elements (60% positive effect in student growth in Vic Cur. 2019) at 63%</p> <p>Staff Survey Outcomes: Academic emphasis 75%, Teacher Collaboration 78%, Understand how to analyse data 73% and Professional learning to improve practice 84%</p>
To develop students who are independent and engaged citizens.	Yes	<p>AToSS – 10% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o I want to learn new things o My teacher thinks my ideas are good o I can do well at school o I try my best o My teacher helps me understand 	<p>AToSS – 2.5% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o I want to learn new things o My teacher thinks my ideas are good o I can do well at school o I try my best o My teacher helps me understand o I am good at learning <p>Staff Survey – 2.5% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o Promote student ownership of learning goals (2019, 78%) o Focus learning on real life problems

		<ul style="list-style-type: none"> o I am good at learning <p>Staff Survey – 10% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o Promote student ownership of learning goals (2019, 78%) o Focus learning on real life problems (2019, 84%) o Support learning and growth of whole student (2019, 80%) o Believe student engagement is the key to learning (2019, 85%) o Use feedback to improve practice 	<p>(2019, 84%)</p> <ul style="list-style-type: none"> o Support learning and growth of whole student (2019, 80%) o Believe student engagement is the key to learning (2019, 85%) o Use feedback to improve practice
To optimise student wellbeing.	Yes	<p>Targets</p> <ul style="list-style-type: none"> • AToSS – 10% improvement on the baseline data in the following areas; <ul style="list-style-type: none"> o I feel like I belong to this school o I am happy to be at this school o I try again when I don't get things right 	<p>AToSS – 2.5% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o I feel like I belong to this school o I am happy to be at this school o I try again when I don't get things right o I know where to get help if someone hurts me o I feel safe at this school <p>Staff Survey – 2.5% improvement on the baseline data in the following areas;</p>

		<ul style="list-style-type: none"> ○ I know where to get help if someone hurts me ○ I feel safe at this school ● Staff Survey – 10% improvement on the baseline data in the following areas; <ul style="list-style-type: none"> ○ Trust in students and parents ○ Parent and community involvement ○ Support growth and learning of whole student ● Parent Survey – 10% improvement on the baseline data in the following areas; <ul style="list-style-type: none"> ○ Confidence and resilience ○ Safety outcomes ○ Student motivation and support ○ Positive transitions ○ Parent partnership and involvement ● VCAL/ASDAN – Have 100% completion of learning outcomes 	<ul style="list-style-type: none"> ○ Trust in students and parents ○ Parent and community involvement ○ Support growth and learning of whole student <p>Parent Survey – 2.5% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> ○ Confidence and resilience ○ Safety outcomes ○ Student motivation and support ○ Positive transitions ○ Parent partnership and involvement <p>VCAL/ASDAN 100% completion rate of learning outcomes for graduating students</p>
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Goal 1	To ensure learning growth for each student with a focus on Literacy and Numeracy.
12 Month Target 1.1	<p>Speaking and Reading elements (73% positive effect in student growth in Vic Cur. 2019) at 75%</p> <p>Number elements (60% positive effect in student growth in Vic Cur. 2019) at 63%</p>

	Staff Survey Outcomes: Academic emphasis 75%, Teacher Collaboration 78%, Understand how to analyse data 73% and Professional learning to improve practice 84%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	<ul style="list-style-type: none"> • Improve staff capabilities in data collection, analysis and use to inform teaching practice and track student growth • Further develop fidelity to and consistency of practice in relation to the instructional framework • Further develop staff understanding and implementation of the curriculum and continuum of learning to inform planning and delivery at student point of need. 	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.	The 2020 focus will be to improve staff capabilities in data collection, analysis and use to inform teacher practice and track student growth. Improvement in the data literacy of the staff in order to make more accurate judgement of student point of need and progress.	
Goal 2	To develop students who are independent and engaged citizens.	
12 Month Target 2.1	<p>AToSS – 2.5% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o I want to learn new things o My teacher thinks my ideas are good o I can do well at school o I try my best o My teacher helps me understand o I am good at learning <p>Staff Survey – 2.5% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o Promote student ownership of learning goals (2019, 78%) o Focus learning on real life problems (2019, 84%) o Support learning and growth of whole student (2019, 80%) 	

	<ul style="list-style-type: none"> o Believe student engagement is the key to learning (2019, 85%) o Use feedback to improve practice 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Global citizenship	<ul style="list-style-type: none"> • To enhance student voice and agency for all students • To develop student capabilities in global citizenship 	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.	The 2020 focus will be on the enhancement of student voice and agency. The school will complete an audit of the current position and develop a plan moving forward for enhanced opportunities for all students.	
Goal 3	To optimise student wellbeing.	
12 Month Target 3.1	<p>AToSS – 2.5% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o I feel like I belong to this school o I am happy to be at this school o I try again when I don't get things right o I know where to get help if someone hurts me o I feel safe at this school <p>Staff Survey – 2.5% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o Trust in students and parents o Parent and community involvement o Support growth and learning of whole student <p>Parent Survey – 2.5% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o Confidence and resilience o Safety outcomes 	

	<ul style="list-style-type: none"> o Student motivation and support o Positive transitions o Parent partnership and involvement <p>VCAL/ASDAN 100% completion rate of learning outcomes for graduating students</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
<p>KIS 1 Intellectual engagement and self-awareness</p>	<ul style="list-style-type: none"> • Develop student's ability to self-regulate and engage with their community • Further develop and embed a whole school approach to communication, collaboration and partnership with stakeholders • Further develop pathways for students in, through and beyond the school. <p>Yes</p>
<p>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>	<p>The 2020 focus will be to raise staff awareness regarding student self regulation and behaviour strategies. The school's Allied Health team will be pivotal in the provision of professional learning of both staff and parents within our school community.</p>

Define Actions, Outcomes and Activities

Goal 1	To ensure learning growth for each student with a focus on Literacy and Numeracy.
12 Month Target 1.1	Speaking and Reading elements (73% positive effect in student growth in Vic Cur. 2019) at 75% Number elements (60% positive effect in student growth in Vic Cur. 2019) at 63% Staff Survey Outcomes: Academic emphasis 75%, Teacher Collaboration 78%, Understand how to analyse data 73% and Professional learning to improve practice 84%
KIS 1 Building practice excellence	<ul style="list-style-type: none"> • Improve staff capabilities in data collection, analysis and use to inform teaching practice and track student growth • Further develop fidelity to and consistency of practice in relation to the instructional framework • Further develop staff understanding and implementation of the curriculum and continuum of learning to inform planning and delivery at student point of need.
Actions	<ul style="list-style-type: none"> • Completion of the curriculum documentation across all areas utilising the curriculum template • Data Literacy focus on data collection. How to collect, what to collect, when to collect and how it is to be presented for analysis. • Completing notes for Instructional Model, Staff Handbook and Induction notes on data collection, curriculum documentation and Feedback • Review and develop understanding of the components of the Instructional Framework • Provide Professional Learning on Feedback
Outcomes	<ul style="list-style-type: none"> • Staff will understand the collection of data and what forms of data is important to collect. • Staff will have increased their understanding of the Victorian curriculum sections A-F & F-4 • The Instructional Framework will continue to be implemented • Staff will use Peer Observations to focus on areas of teaching practice development • Staff will develop a better understanding of feedback
Success Indicators	<ul style="list-style-type: none"> • Curriculum documentation utilising the Rosamond School curriculum template • Peer Observation documentation and staff participation rate • Revised Instructional Framework documentation • Updated Staff Handbook and staff Induction process documentation

Professional Learning documentation on Feedback and Data Literacy				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Completion of Curriculum Documentation across all areas of the school	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Data Literacy - Professional Learning on Data Collection	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Instructional Framework - revisit and further develop understanding of the components and what they look like in the classroom.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Feedback - Professional Learning on feedback mechanisms with a focus on Teacher-Teacher, Teacher-Student and Student-Teacher.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To develop students who are independent and engaged citizens.			

12 Month Target 2.1	<p>AToSS – 2.5% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o I want to learn new things o My teacher thinks my ideas are good o I can do well at school o I try my best o My teacher helps me understand o I am good at learning <p>Staff Survey – 2.5% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o Promote student ownership of learning goals (2019, 78%) o Focus learning on real life problems (2019, 84%) o Support learning and growth of whole student (2019, 80%) o Believe student engagement is the key to learning (2019, 85%) o Use feedback to improve practice
KIS 1 Global citizenship	<ul style="list-style-type: none"> • To enhance student voice and agency for all students • To develop student capabilities in global citizenship
Actions	<ul style="list-style-type: none"> • Development of SRC including responsibility role definition, student selection process and operational plan • Investigation into Student Agency focusing on: What does it mean for Rosamond? What could it look like? What training of staff/students is necessary? Consultation with staff, students and parents • Inclusion of Planetary Health and sustainability into the Environmental Science program • Relevant PL on Planetary Health
Outcomes	<ul style="list-style-type: none"> • Establishment of an SRC • Development of guidelines for the operation and student selection process for the SRC • Creation of a plan to address Student Agency at Rosamond. Greater understanding of Student Agency across the stakeholders of the school • Development of extension programs which involve a focus on planetary health and sustainability
Success Indicators	<ul style="list-style-type: none"> • SRC documentation • Calendar of meetings of the SRC and agenda/minutes • Raising awareness of Student Agency

	<ul style="list-style-type: none"> Extension programs developed and trialed. Collection of student's feedback on the program. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of the guidelines for the operation of the SRC including responsibility role definition, student selection process and operational plan	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Establishment and operation of the SRC.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Investigation into Student Agency focus on: What does it mean for staff and students at Rosamond? What could it look like? What training of staff/students is necessary? Consultation with staff, students and parents.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of extension programs with a global health focus that are student driven.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> STEM Coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To optimise student wellbeing.			

<p>12 Month Target 3.1</p>	<p>AToSS – 2.5% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o I feel like I belong to this school o I am happy to be at this school o I try again when I don't get things right o I know where to get help if someone hurts me o I feel safe at this school <p>Staff Survey – 2.5% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o Trust in students and parents o Parent and community involvement o Support growth and learning of whole student <p>Parent Survey – 2.5% improvement on the baseline data in the following areas;</p> <ul style="list-style-type: none"> o Confidence and resilience o Safety outcomes o Student motivation and support o Positive transitions o Parent partnership and involvement <p>VCAL/ASDAN 100% completion rate of learning outcomes for graduating students</p>
<p>KIS 1 Intellectual engagement and self-awareness</p>	<ul style="list-style-type: none"> • Develop student's ability to self-regulate and engage with their community • Further develop and embed a whole school approach to communication, collaboration and partnership with stakeholders • Further develop pathways for students in, through and beyond the school.
<p>Actions</p>	<ul style="list-style-type: none"> • Development of protocols and timelines for student pathways in, through and out of the school. • Provision of PL on self-regulation in students with disabilities. Allied Health led support and PL. • Establishment of communication protocols, processes and appropriate technological applications within the school and with external stakeholders.
<p>Outcomes</p>	<ul style="list-style-type: none"> • Staff will have an enhanced understanding the student pathways processes • Staff will have an improved understanding of self-regulation in students with disabilities and develop skills, strategies and processes to assist students to self-regulate

	<ul style="list-style-type: none"> The school will develop protocols for communication between the key stakeholders and trial them to improve communication and further develop partnerships 			
Success Indicators	<ul style="list-style-type: none"> Pathway documents PL notes and presentations on student self-regulation Documented communication protocols Implementation notes for communication technology applications 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of protocols, timelines and processes to support student pathways in, through and out of the school	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
PL development and delivery on student self regulation. Additional support for Allied Health Team.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Communication protocols and process development between key stakeholders	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Trial of appropriate technological applications within the school and with external stakeholders.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 4	\$0.00

			to: Term 4	<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	\$0.00	\$0.00
Additional Equity funding	\$84,000.00	\$44,036.10
Grand Total	\$84,000.00	\$44,036.10

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Internal Allied Health staff and external psychology consult	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$84,000.00	\$44,036.10
Totals			\$84,000.00	\$44,036.10

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Data Literacy - Professional Learning on Data Collection	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Leadership Team 	from: Term 3 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<input checked="" type="checkbox"/> On-site
Feedback - Professional Learning on feedback mechanisms with a focus on Teacher-Teacher, Teacher-Student and Student-Teacher.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	from: Term 3 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <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"/> On-site
Investigation into Student Agency focus on: What does it mean for staff and students at Rosamond? What could it look like? What training of staff/students is necessary? Consultation with staff, students and parents.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student(s) 	from: Term 3 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <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"/> On-site

<p>PL development and delivery on student self regulation. Additional support for Allied Health Team.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal 	<p>from: Term 2 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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