**Annual Implementation Plan 2022**

**Professional Learning and Development Plan**

Eltham North Primary School (4212)



Submitted for review by David Foley (School Principal) on 03 March, 2022 at 09:19 PM  
Endorsed by Clare Read (Senior Education Improvement Leader) on 09 March, 2022 at 09:09 AM  
Awaiting endorsement by School Council President

**Professional Learning and Development Plan**

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data. | 🗹 Assessment & Reporting Coordinator  🗹 Curriculum Co-ordinator (s)  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Curriculum development  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Learning Specialist  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Unit level team and PLC PD and processes scaffold teaching and learning for differentiated cohorts and incorporate open ended learning tasks (OELT) for inquiry units of learning | 🗹 Curriculum Co-ordinator (s)  🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 Numeracy Leader  🗹 PLC Leaders | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Formalised PLC/PLTs  🗹 Student voice, including input and feedback | 🗹 Whole School Pupil Free Day  🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Learning Specialist  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Identify and implement differentiated teaching and learning planning and practices for high achieving students at all year levels | 🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 Numeracy Leader | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Formalised PLC/PLTs  🗹 Student voice, including input and feedback | 🗹 Professional Practice Day  🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 Primary Mathematics and Science specialists  🗹 PLC Initiative  🗹 Learning Specialist | 🗹 On-site |
| Unit level and School Improvement team (SIT Numeracy) to resource the teachers with strategies, curriculum planning processes and support pathways to build teacher and learning practice. | 🗹 Curriculum Co-ordinator (s)  🗹 Literacy Leader  🗹 Numeracy Leader | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Formalised PLC/PLTs  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Learning Specialist  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| School mental health and wellbeing plan to be clearly articulated to all teachers and school staff to facilitate appropriate support and referral pathways utilising a tiered approach. Conduct regular check-ins with students with additional wellbeing needs | 🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s)  🗹 Wellbeing Team  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Student voice, including input and feedback | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Internal staff | 🗹 On-site |
| Unit level teams and PLC inquiry utilise professional learning plan that supports staff to identify and meet individual student learning learning and support differentiated teaching and learning | 🗹 Curriculum Co-ordinator (s)  🗹 Learning Specialist(s)  🗹 PLC Leaders | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Moderated assessment of student learning  🗹 Formalised PLC/PLTs | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Learning Specialist  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Staged introduction of instructional practices for all unit level teams and connection with support students in TLI and SE and Literacy intervention initiatives. | 🗹 Learning Specialist(s)  🗹 Literacy Support | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Design of formative assessments  🗹 Formalised PLC/PLTs | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning | 🗹 SEIL  🗹 Internal staff  🗹 Departmental resources  Web site links | 🗹 On-site |
| Learning Specialist and Literacy Leaders to research and develop the whole school scope and sequence for Spelling | 🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Demonstration lessons | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Literacy expertise  🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| ^ Write to Read (W2R) to integrate reading fluency, spelling / decoding, comprehension, writing, vocabulary lessons and listening and clear speaking (refresh) ^ Little Learners Love Literacy (LLLL) program for reading groups and in writing sessions in the junior classes  ^ Science of Reading (SoR) for word building and vocab and using rules in the senior school. | 🗹 Literacy Leader | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |