

2018 Annual Implementation Plan

for improving student outcomes

Cranbourne West Primary School (5189)



Draft

Submitted for review by Dianne Richards (School Principal) on 23 November, 2017 at 12:04 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Cranbourne West Primary School (5189)

	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	Evolving moving towards Embedding	Evidence includes: Timely and relevant Professional Development [identified through teacher need] provided both on and off site including Critical Conversations and Leadership Strategies. Building capacity of staff in various leadership roles throughout the school by developing different tiers of leadership with Area Leaders, PLT Leaders and Program Leaders being appointed. The introduction of Program Leaders who oversee the ongoing development of the writing, reading and maths programs and whose expertise is available to all members of staff. The development of Program Guideline Booklets for VOICES [writing], TiLER [Maths] and Cafe [reading] ensure a consistent and coherent approach throughout the school in Literacy and Numeracy. Peer observations [six annually] involve professional discussion and feedback. The continuous analysis of students learning data which is used to develop and support planning throughout the entire school, PLT groups meet regularly under the guidance of the Data Manager who reports directly to the PCOs. PLT Leaders and Area Leaders also meet regularly with PCO members present. [Refer meeting minutes]. Area Leaders are allocated time to observe teacher practice in their areas and provide feedback where appropriate. Significant improvement in the 2017 NAPLAN results especially in Reading and growth in both Maths and Writing show evidence that the approach is working.
	Curriculum planning and assessment	Embedding	Evidence includes: Wholistic approach to the moderation of students work including assessment schedules, the triangulation of data and teacher judgement. Consistent review of teaching practice - including mentor observations and feedback. Annual review of program booklets and evaluation of programs on a cyclic basis. Use of instructional models and rubrics to support student learning. Common whole school planning templates used by all staff for literacy and numeracy. Effective 'team' meetings which result in collaborative, cohesive and agreed planning encouraging improvement to current practice [meeting minutes]. Principal class provides feedback/suggestions on meeting minutes where appropriate. Learning Coach [PCO] available for support, reference and intervention.
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding	
	Evaluating impact on learning	Embedding	

Professional leadership	Building leadership teams	Embedding	Evidence includes: The school's vision and values are embedded throughout the school and reflect and align with the FISO initiatives. The provision of quality professional development which focuses on the development of leaders within the school environment. For succession planning purposes and the further development of individual staff members this type of PD is currently directed toward junior members of staff to encourage and promote future/potential school leaders. Relevant Professional Development is also provided throughout the school within all areas of leadership including PLT, Program and Area Leaders. PLT Leaders meet once per fortnight with the school's Learning Coach in order to develop their own coaching and leadership abilities. All School Improvement Team meetings are minuted and actions agenda for future follow up. Planning days are allocated to all five Areas of the school on a term basis together with additional time for leaders to review, observe and provide appropriate and constructive feedback to team members. PCO's continually research innovations and directions in education and foster and promote best practice. While School Leaders report regularly to PCOs, a number of off site SIT Meetings have been scheduled throughout the year for official reporting and further directional purposes. The appointment of two Critical Friends during 2017 has also resulted in the strengthening of the capabilities and effectiveness of all our school leaders. All professional conversations are focused on student achievement and instructional models.
	Instructional and shared leadership	Embedding moving towards Excelling	
	Strategic resource management	Embedding moving towards Excelling	
	Vision, values and culture	Embedding	

Draft

<p>Empowering students and building school pride</p>	<p>Evolving</p>	<p>Evidence includes: The development of a Student Representative Council which represents all areas of the school from Year 1 to 6 as well as appointed Student Leaders. Both groups have undertaken projects in regard to school improvement and successfully presented their findings at assemblies and at School Council Meetings. Modest improvement has been shown in most areas of the Student Surveys including Tell Them From Me. Three way parent teacher student interviews are scheduled annually and are well attended. Students are involved in the development and monitoring of their individual learning goals within the classroom and are encouraged and supported in order to achieve growth. [Fast Forward Literacy Groups] Students have the opportunity to self evaluate their own work and are continually encouraged to 'problem solve' at many levels. Celebrations are held throughout the year to share achievements with fellow students, parents and the broader community. These include Community Fun Day, Student Work Expos [open days], visits to and from community based organisations and both formal and informal parent information sharing sessions. Students sense of belonging is enhanced through extra curricula activities such as HPV, Choir and Concerts. Community involvement is demonstrated through Brunch Club and parent , Club House activities and pre- service teachers demonstrate our connection with tertiary institutions. Kindergarten visits demonstrate our commitment to a seamless transition from Pre-School to formal schooling. Evidence around our student leadership is demonstrated through participation in events run by the City of Casey. Transition from Year 6 to secondary school is demonstrated through close cooperation with the secondary school around our network FISO initiative.</p>
<p>Setting expectations and promoting inclusion</p>	<p>Evolving moving towards Embedding</p>	<p>Evidence includes our school values of 'Learn, Trust, Respect, Sense of Humour' being at the core of everything we do. Our full time Student Wellbeing Officer ensures there are clear and well defined behaviour management policies in place which are understood, reinforced and adhered to throughout the school community as well as a published School Values Booklet and Student Codes of Conduct. Newsletter editorials and articles together with social media posts promote our school's high expectations in regard to both behaviours and the school values to the wider school community. The SASP program supports student engagement issues together with well established mentoring and welfare programs. Recently published DET values are expected to be practised by all staff. The Resilience Project, Club House and Mentor programs provide additional support to develop personal and positive behaviours and to reinforce our calm, orderly learning environment. Diversity is celebrated throughout the year through our inquiry based Learn By Designs as well as our Cultures, Customs and Christmas Concert. Students with additional social, emotional and/or behavioural needs are provided with individual support programs tailored to their individual needs to assist them to develop the skills and confidence to engage with their peers and teachers and encourage life long learning. Student Support Group meetings are held for PSD funded students on a regular basis. Student behaviour, attitude and achievement is acknowledged and awarded through a variety of avenues including assemblies, presentations, and morning teas.</p>
<p>Health and wellbeing</p>	<p>Embedding moving towards Excelling</p>	
<p>Intellectual engagement and self-awareness</p>	<p>Evolving moving towards Embedding</p>	

Community engagement in learning	Building communities	Embedding moving towards Excelling	Evidence includes: The school currently employs a full time Multi Cultural Aide and Student Wellbeing Officer as well as a part time Community Liaison Officer to support families within the school system. Our instructional models, Cafe [reading], VOICES [writing] and TiLER [maths] differentiate for ability, gender and social economics, fostering curriculum inclusiveness. Additional tutoring is provided for our Prep to Year 3 Koorie students. Partnerships with Foundation House, Wolfdene, O'Brien Real Estate, Cranbourne Royal Botanic Gardens and the City of Casey have exposed our students to a variety of experiences, excursions and programs designed to engage, inspire and enhance learning. The continued support of our 'partners' encourages learning growth and adds value to our students' learning experiences. Many of these programs have official evaluation surveys however our school reviews and reflects on each program to determine its value to our students learning experience. Currently the school offers a free dental service and free eye checks and glasses for year 1 and 2 students through the Ace Foundation. The engagement of additional support through the City of Casey, Connections and Cranbourne Information and Support Service assists us to support and address the identified needs of both our students and their families. Families are referred to appropriate outside community organisations as required including psychological and other health services.
	Global citizenship	Embedding moving towards Excelling	
	Networks with schools, services and agencies	Embedding	
	Parents and carers as partners	Embedding moving towards Excelling	

Enter your reflective comments	The introduction of program leaders to drive the schools instructional models through provision of professional development, modelling and provision of feedback to staff has developed teacher understanding leading to a laser like approach to improving student learning outcomes. The creation of guideline booklets for teachers in 2017 has ensured a consistent approach to our Literacy and Numeracy instructional models across the school in 2018. The focus on the development of middle leaders has resulted in PLT meetings, program development and teacher conversations becoming more effective leading to improved student learning outcomes. Teachers are more effective at interpreting data to inform the development of curriculum learning experiences for cohorts of students at their point of need. The introduction of 'Focus 4' initiative in reading has resulted in more students achieving reading targets at a faster rate. Differentiation of leadership roles, Area Leaders classroom practice focus and PLT Leaders outcomes and line of sight accountability into classrooms.
Considerations for 2019	As a result of our self-evaluation we identified the need to further develop opportunities for student voice (feedback to and from teacher/ peer feedback/goal setting/articulation of learning) across the curriculum. In 2018, we will continue to embed high impact teaching strategies into CAFE, VOICES and TiLER focusing on strategies 5-questioning, 6-feedback and 7-meta-cognition strategies. Teachers will continue to refine their understanding of the developmental stages students move through when learning to read and write which in turn will lead to more targeted learning experiences for students. Teacher conversation in PLT's will continue to be informed by data. Staff will build on current known teaching strategies through research, coaching, feedback and discussion in PLT meetings. As a school, we will continue to foster a culture of leadership by providing opportunities for teachers and students to lead. Although the focus will be on middle leaders, all teachers and students will be encouraged to lead at different times. To support this culture professional development may be provided in interpreting data to inform practice, mentoring, coaching, providing feedback and questioning for deeper understanding depending on the needs of staff and students.
Documents that support this plan	2017 - AIP End of year review.doc (0.31 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Cranbourne West Primary School (5189)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative																		
Maximise the learning growth of all students in Literacy and Numeracy.	<table border="1"> <tr> <td data-bbox="566 457 819 552">READING</td> <td data-bbox="819 457 1130 552">Reduce Low Growth</td> <td data-bbox="1130 457 1397 552">35% (2014) 25% (2018)</td> </tr> <tr> <td></td> <td data-bbox="819 552 1130 646">Increase High Growth</td> <td data-bbox="1130 552 1397 646">10% (2014) 25% (2018)</td> </tr> <tr> <td data-bbox="566 646 819 741">WRITING</td> <td data-bbox="819 646 1130 741">Reduce Low Growth</td> <td data-bbox="1130 646 1397 741">50% (2014) 25% (2018)</td> </tr> <tr> <td></td> <td data-bbox="819 741 1130 835">Increase High Growth</td> <td data-bbox="1130 741 1397 835">09% (2014) 25% (2018)</td> </tr> <tr> <td data-bbox="566 835 819 930">NUMERACY</td> <td data-bbox="819 835 1130 930">Reduce Low Growth</td> <td data-bbox="1130 835 1397 930">36% (2014) 25% (2018)</td> </tr> <tr> <td></td> <td data-bbox="819 930 1130 1024">Increase High Growth</td> <td data-bbox="1130 930 1397 1024">20% (2014) 25% (2018)</td> </tr> </table>	READING	Reduce Low Growth	35% (2014) 25% (2018)		Increase High Growth	10% (2014) 25% (2018)	WRITING	Reduce Low Growth	50% (2014) 25% (2018)		Increase High Growth	09% (2014) 25% (2018)	NUMERACY	Reduce Low Growth	36% (2014) 25% (2018)		Increase High Growth	20% (2014) 25% (2018)	Yes	Reading - Reduce Low Growth - 25% Increase High Growth - 25% Writing - Reduce Low Growth - 20% Increase High Growth - 30% Maths - Reduce Low Growth - 25% Increase High Growth - 30% School Staff Survey: Knowledge of HIT's 75% to 85%	Evidence-based high-impact teaching strategies
READING	Reduce Low Growth	35% (2014) 25% (2018)																				
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To develop successful students through school wide approaches to literacy, numeracy, social competencies and relevant inquiry incorporating big ideas.	By the end of 2018 all teachers will work collaboratively to improve student engagement and learning outcomes through the introduction of a school wide agreed instructional models for reading (CAFE), writing (VOICES) and Maths (TILER).	Yes	School Staff Survey: Collective efficacy from 58.1% to 70% Teacher collaboration from 52.3% to 60% Seek feedback to improve practice from 60% to 70% Time to share pedagogical content knowledge from 70% to 85% Plan differentiated learning activities from 78.9% to 85% Professional learning from 68.8% to 80%	Building practice excellence																		
Strengthen partnerships with the community to ensure that the school is centre of learning and the school of choice	Percentage growth of volunteers as measured through school council reports Attitudes to School Learning confidence from 78.7 (2014) to 84% in 2018 TTFM Drivers of student outcomes Students feel they have someone at school who consistently provides encouragement and can be turned to for advice from 6.7 out of 10 (2014) to 7.5 out of 10 in 2018 Parent Opinion Survey - Parent Input variable from 4.74 (2014) to 4.9 (2018) School Connectedness variable from 5.32 (2014) to 5.6 (2018) Staff Opinion Survey Parent and Community Involvement variable from overall score of 362 (2014) to 505 (2018 33rd percentile)	No																				
Equip the students with the necessary skills and attitudes to become independent learners with global skills	Percentage growth of volunteers as measured through school council reports Attitudes to School Learning confidence from 78.7 (2014) to 84% in 2018 TTFM	No																				

	<p>Drivers of student outcomes</p> <p>Students feel they have someone at school who consistently provides encouragement and can be turned to for advice from 6.7 out of 10 (2014) to 7.5 out of 10 in 2018</p> <p>Parent Opinion Survey - Parent Input variable from 4.74 (2014) to 4.9 (2018)</p> <p>School Connectedness variable from 5.32 (2014) to 5.6 (2018)</p> <p>Staff Opinion Survey</p> <p>Parent and Community Involvement variable from overall score of 362 (2014) to 505 (2018 33rd percentile)</p>			
<p>Improve the orderly and safe learning environment which promotes self-regulation and high expectations in students</p>	<p>Student Attitude to School Survey - Wellbeing: Student Morale variable from 74.1 (2014) to 80 (2018)</p> <p>Parent Opinion Survey - Student Safety variable from 4.54 (2014) to 4.7 (2018)</p> <p>Classroom Behaviour 3.77 (2014) to 3.90 (2018)</p> <p>TTFM</p> <p>Social and emotional behaviours variable from 78% of boys having a positive sense of belonging (2014) to 85% (2018).</p> <p>Student Attendance</p> <p>Number of absence days c/f state average 16.2 (2014) to 15.0 (2018)</p> <p>Staff Opinion Survey</p> <p>Collective responsibility</p> <p>From 376 (2014) to 503 (2018) 33rd percentile</p>	Yes	<p>Student Attitudes to School Survey: Self-regulation and goal setting from 15.6th to 25th percentile</p> <p>Sense of connectedness from 18.5th to 25th percentile</p> <p>Student voice and agency from 43.6th to 50th percentile (third quartile)</p> <p>Managing Bullying from 18.7th to 25th percentile</p> <p>School Staff Survey</p> <p>Use student feedback to improve practice from 55% to 65%</p>	Empowering students and building school pride
<p>Utilize all available resources (human, financial, time, space and materials) to determine the best learning environment and maximise outcomes for all of our students.</p>	<p>Percentage of resources reflects emphasis on student learning outcomes</p> <p>Literacy advocates and ES staff time measured as value added in improvement of student learning outcomes – correlation</p> <p>Steady enrolment growth due to involvement of learning communities big ideas, marketing and improved prep transition program</p> <p>Recruitment of teachers to reflect appropriate mix of expert, accomplished and graduate.</p> <p>Parent Opinion Survey - School Improvement variable from 5.26 (2014) to 5.40 (2018)</p> <p>Staff Opinion Survey - Guaranteed and Viable Curriculum variable from overall score of 266 (2014) to 504 (2018) - 33rd percentile.</p>	No		
<p>With the recognition that effective use of our people is our most valuable resource, we will continue to investigate different methods of bringing people into the school, train them and enhance our student learning outcomes.</p>	<p>Percentage of resources reflects emphasis on student learning outcomes</p> <p>Literacy advocates and ES staff time measured as value added in improvement of student learning outcomes – correlation</p> <p>Steady enrolment growth due to involvement of learning communities big ideas, marketing and improved prep transition program</p> <p>Recruitment of teachers to reflect appropriate mix of expert, accomplished and graduate.</p> <p>Parent Opinion Survey - School Improvement variable from 5.26 (2014) to 5.40 (2018)</p> <p>Staff Opinion Survey - Guaranteed and Viable Curriculum variable from overall score of 266 (2014) to 504 (2018) - 33rd percentile.</p>	No		

Improvement Initiatives Rationale

As a result of our self-evaluation against the Continua of practice it has become evident that as a school we need to focus on the following improvement initiatives in 2018. Reflecting on the PLT discussions in 2017 it became evident that the teachers were always using the same teaching strategies, they did not tend to research best practice teaching strategies or seek authentic feedback from their students to inform their planning. The S.I.T. believes that if teachers researched and integrated 'Evidence-based high-impact strategies' into their daily practice student engagement and learning outcomes would improve. The second focus came as a result of student attitudes to school survey which indicated that students have concerns around their safety and connectedness. The S.I.T. believes that by improving opportunities for authentic student voice and meaningful feedback these concerns can be addressed. By building the capacity of teachers to use high-impact teaching strategies, continuing to embed the schools instructional models and responding to student voice we believe connectedness, engagement and outcomes will improve.

Goal 1	Maximise the learning growth of all students in Literacy and Numeracy.
12 month target 1.1	Reading - Reduce Low Growth - 25% Increase High Growth - 25% Writing - Reduce Low Growth - 20% Increase High Growth - 30% Maths - Reduce Low Growth - 25% Increase High Growth - 30% School Staff Survey: Knowledge of HIT's 75% to 85%
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	If teachers continue to expand and refine their repertoire of high impact teaching strategies in our instructional models and integrate them in their daily practice Then high learning growth of all students will be evident .

Goal 2	To develop successful students through school wide approaches to literacy, numeracy, social competencies and relevant inquiry incorporating big ideas.
12 month target 2.1	School Staff Survey: Collective efficacy from 58.1% to 70% Teacher collaboration from 52.3% to 60% Seek feedback to improve practice from 60% to 70% Time to share pedagogical content knowledge from 70% to 85% Plan differentiated learning activities from 78.9% to 85% Professional learning from 68.8% to 80%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	If we build teacher and leader capacity to mentor and provide feedback by using coaching techniques Then they will be challenged to continually develop their practice based on the instructional models, student and peer agency and the use of high impact teaching strategies.

Goal 3	Improve the orderly and safe learning environment which promotes self-regulation and high expectations in students
12 month target 3.1	Student Attitudes to School Survey: Self-regulation and goal setting from 15.6th to 25th percentile Sense of connectedness from 18.5th to 25th percentile Student voice and agency from 43.6th to 50th percentile (third quartile) Managing Bullying from 18.7th to 25th percentile School Staff Survey Use student feedback to improve practice from 55% to 65%

FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	If teachers and students work together, and student agency is heard, seen and respected, Then students feel more positive and connected to their school, see themselves as learners, better understand their learning growth and feel confident in expressing this to teachers.

Define Evidence of Impact and Activities and Milestones - 2018

Cranbourne West Primary School (5189)

Goal 1	Maximise the learning growth of all students in Literacy and Numeracy.
12 month target 1.1	Reading - Reduce Low Growth - 25% Increase High Growth - 25% Writing - Reduce Low Growth - 20% Increase High Growth - 30% Maths - Reduce Low Growth - 25% Increase High Growth - 30% School Staff Survey: Knowledge of HIT's 75% to 85%
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategy 1	If teachers continue to expand and refine their repertoire of high impact teaching strategies in our instructional models and integrate them in their daily practice Then high learning growth of all students will be evident .
Actions	To understand the high impact teaching strategies and how to integrate them into their current practice and our instructional models. To use the HIT strategies in their daily practice to continue to set high expectations and improve student growth across Reading, Writing and Numeracy. To differentiate learning for all students based on analysis of relevant data, moderation and professional discussions at PLT's
Evidence of impact	Staff will be integrating relevant HIT strategies into their teaching, this will be evident in their planners. They will refer to the HITS when working with their mentor and record evidence in their observation records. HITS will be discussed at PLT meetings and will be evident in the minutes. Student/ teacher surveys will show growth in the areas of the indicated targets. Staff PDP's will identify a HIT strategy they will develop. Focus 4 Data wall will be evidence of student growth.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Term One further discussion about HIT strategies (what are we doing well, what are we not doing so well, what can we do to improve these areas) in a PD session. (Hattie video + literacy portal)	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Term One and Three- focus on HIT strategy questioning as a whole staff, at PD sessions using visual examples. Staff Conference	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teacher observation records, mentor conversations and planning documents will show HIT strategies.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Discussion at PLT meetings will include HIT strategies throughout the year.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Staff will have a HIT strategy as a goal in their PDP.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teaching staff will continue to identify and target Focus 4 students in reading.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
ES staff and Literacy advocates provided with training to support reading.	Education Support	<input type="checkbox"/> No	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
ES staff and Literacy advocates supporting teachers in the classroom to improve student learning outcomes.	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PCO's working with Fast Forward group to extend high achieving students in reading.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop an action approach to integrate synthetic phonics into our current instructional models in P-2.	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Introduce and use the essentials online program to provide consistent data to track numeracy across the school. Use the literacy aspect of the program to support teacher discussions and judgment of student progress.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To develop successful students through school wide approaches to literacy, numeracy, social competencies and relevant inquiry incorporating big ideas.			
12 month target 2.1	School Staff Survey: Collective efficacy from 58.1% to 70% Teacher collaboration from 52.3% to 60% Seek feedback to improve practice from 60% to 70% Time to share pedagogical content knowledge from 70% to 85% Plan differentiated learning activities from 78.9% to 85% Professional learning from 68.8% to 80%			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	If we build teacher and leader capacity to mentor and provide feedback by using coaching techniques Then they will be challenged to continually develop their practice based on the instructional models, student and peer agency and the use of high impact teaching strategies.			
Actions	To develop a meaningful and ongoing mentor and feedback program for all staff. Continue to develop coaching and feedback skills for members of the SIT team through professional development. Further develop the role of the Program Leaders to drive and provide support for staff on the instructional models. Engage a critical friend to ensure our staff are providing high quality teaching in the instructional models, CAFE and VOICES in 2018.			
Evidence of impact	For Staff: - Growth Charts each term in literacy and numeracy - Teacher observation portfolio that includes observations, reflection conversations and teacher philosophy. - Survey conducted at the beginning of the year and at the end, to monitor success of mentor program. - Staff Opinion Survey results. For SIT Team: - Meeting minutes; SIT minutes, PLT minutes and Area minutes. - Records of observations, conversations and agreed actions.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Introduce teacher observation folder and mentor and observation format for the year.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to:	\$250.00 <input type="checkbox"/> Equity funding will be used
Professional Development based on constructive peer feedback.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to:	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Create redesigned observation template.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to:	\$100.00 <input type="checkbox"/> Equity funding will be used
Mentor observation and conversations, focus on organisation (teacher and students) and CAFE. Vertical "speed dating" groups	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to:	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Mentor observation and conversations, focus on engagement (students and teachers) and TILER. Vertical "speed dating" groups	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to:	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Mentor observation and conversations, focus on teacher and student feedback and VOICES. Vertical "speed dating" groups	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 3 to:	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Mentor observation and conversations, focus on feedback (teacher and students) and CAFE. Vertical "speed dating" groups	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 4 to:	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Collate all resources to support actions for this KIS.	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Survey focusing on teacher understanding of mentoring and feedback.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Middle Leaders to meet once per term to refine their coaching skills.	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Mentors meet regularly each term to touch base and have conversations around observations, sharing PDP goals ideas and knowledge. Note meeting dates in Teacher folders.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Engage the services of a critical friend to provide professional development, observation and feedback to staff and SIT team to ensure the students are given high quality teaching and learning experiences in CAFE, VOICES and HITS.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Introduce and use the SeeSaw app. This enables teachers and students to share work digitally with their parents and provides opportunities for parents and teachers to give students feedback on their work or achievements.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teaching and Learning Coach	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$120,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	Improve the orderly and safe learning environment which promotes self-regulation and high expectations in students
12 month target 3.1	Student Attitudes to School Survey: Self-regulation and goal setting from 15.6th to 25th percentile

	<p>Sense of connectedness from 18.5th to 25th percentile Student voice and agency from 43.6th to 50th percentile (third quartile) Managing Bullying from 18.7th to 25th percentile School Staff Survey Use student feedback to improve practice from 55% to 65%</p>			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	If teachers and students work together, and student agency is heard, seen and respected, Then students feel more positive and connected to their school, see themselves as learners, better understand their learning growth and feel confident in expressing this to teachers.			
Actions	<p>To develop a culture that improves the students' connectedness to school. Develop a variety ways for students to have a voice. Provide opportunities for students to give feedback to staff and parents about their learning, classroom and the school yard.</p>			
Evidence of impact	<p>Teachers and students would be working together to act on identified areas of concern. Changes will be made within the school and results in attitudes to school survey, staff opinion survey and parent opinion survey will improve. Students will have more say in what they learn and how they learn. This will be evident in changes made in curriculum, welfare approaches, school environment and school structure</p> <p>Sentral - Welfare Data</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
continue to refine the SRC Meet weekly Develop a project, work through to an action and then repeat.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students nominate members to represent them on the SRC. Ensure it is representative of all students in the school.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Hold a forum for a day with the Student Leaders and SRC members to discuss data and the set directions for the year.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop fortnightly group meetings in areas where students can express their thoughts and ideas about school life.	All Staff	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PD session to develop an understanding of how to run a student group meeting.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to share data and have conversations with students about their learning. Where are they now, where to they need to go next what do they need to do to get there. .	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop students' knowledge and understanding of how to provide constructive feedback to peers and to teachers to improve their learning.	All Staff	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to drive and develop the Respectful Relationships culture by providing PD throughout the year.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Areas to agenda Respectful Relationships into their weekly meetings to share and discuss ideas and actions.	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students participate in more engaging activities during outdoor play/ Creative Play	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

(Teach games/activities/clubs/arts and craft)				
Student to lead Three Way Interviews. Students share their learning, goals and achievements with their parents, guided by the teacher. Discuss during PLT meetings from the beginning of Term 2.	PLT Leaders	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Cranbourne West Primary School (5189)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Term One further discussion about HIT strategies (what are we doing well, what are we not doing so well, what can we do to improve these areas) in a PD session. (Hattie video + literacy portal)	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site
Term One and Three- focus on HIT strategy questioning as a whole staff, at PD sessions using visual examples. Staff Conference	Teacher(s)	from: Term 1 to: Term 3	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association	<input type="checkbox"/> On-site <input checked="" type="checkbox"/> Off-site Staff / Leadership conference and school PD

					<input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Lynn Watts	
<p>Introduce and use the essentials online program to provide consistent data to track numeracy across the school. Use the literacy aspect of the program to support teacher discussions and judgment of student progress.</p>	All Staff	from: Term 2 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site
<p>Introduce teacher observation folder and mentor and observation format for the year.</p>	School Improvement Team	from: Term 1	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site

					<input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	
Professional Development based on constructive peer feedback.	School Improvement Team	from: Term 2	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants ? Charmaine	<input type="checkbox"/> On-site <input checked="" type="checkbox"/> Off-site Staff conference & school PD
Mentor observation and conversations, focus on organisation (teacher and students) and CAFE. Vertical "speed dating" groups	All Staff	from: Term 1	<input checked="" type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site

					<input checked="" type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Lynn Watts	
Mentor observation and conversations, focus on engagement (students and teachers) and TiLER. Vertical "speed dating" groups	All Staff	from: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Lynn Watts	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site
Mentor observation and conversations, focus on teacher and student feedback and VOICES. Vertical "speed dating" groups	All Staff	from: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site

					<input checked="" type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Lynn Watts	
Mentor observation and conversations, focus on feedback (teacher and students) and CAFE. Vertical "speed dating" groups	All Staff	from: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Lynn Watts	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site
Engage the services of a critical friend to provide professional development, observation and feedback to staff and SIT team to ensure the students are given high quality teaching and learning experiences in CAFE, VOICES and HITS.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist	<input type="checkbox"/> On-site <input checked="" type="checkbox"/> Off-site whole school conference & at school

					<input checked="" type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Lynn Watts - HITS ? Charmaine - Feedback	
Introduce and use the SeeSaw app. This enables teachers and students to share work digitally with their parents and provides opportunities for parents and teachers to give students feedback on their work or achievements.	All Staff	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site
PD session to develop an understanding of how to run a student group meeting.	All Staff	from: Term 1 to: Term 1	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site

					<input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	
Continue to drive and develop the Respectful Relationships culture by providing PD throughout the year.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

- [2017 - Term 1 Obs CAFE.doc \(0.04 MB\)](#)
- [2017 - Term 2 Obs Maths.doc \(0.05 MB\)](#)
- [2017 - Term 2 Obs VOICES.doc \(0.04 MB\)](#)
- [CAFE Guidelines.docx \(3.56 MB\)](#)
- [TiLER Guidelines.docx \(2.62 MB\)](#)
- [VOICES Guidelines.docx \(0.82 MB\)](#)

Dimension 2

- [2017 - Assessment schedule updated 2017.doc \(0.04 MB\)](#)
- [Handout School Improvemnt Team checklist term 1 2017.doc \(0.03 MB\)](#)

Self-evaluation Summary

- [2017 - AIP End of year review.doc \(0.31 MB\)](#)