

# 2018 Annual Implementation Plan: for Improving Student Outcomes

School Name: Sale Primary School

Based on School Strategic Plan: 2014-17

School number: 0545

## Section 1: Document 2018 Goals and FISO High-impact Improvement Initiatives

<p>STRATEGIC PLAN GOAL</p>	<p><b><u>Student Achievement:</u></b></p> <ul style="list-style-type: none"> <li>To improve the student learning growth of all students with a focus on Literacy (Reading &amp; Writing) &amp; Number</li> </ul>
<p>STRATEGIC PLAN TARGETS</p>	<p>Evident improvement in Student Performance in Number &amp; Writing (Teacher Judgement – Australian Curriculum / now Vic. Curriculum):</p> <ul style="list-style-type: none"> <li><i>Student Achievement with 35% performing beyond the expected level (6 months +) in Number &amp; Writing (and Reading)</i></li> </ul> <p>Trend Improvement in Student Performance in Number &amp; Writing (NAPLAN – Relative High Growth / Proportion of students in top 2 Bands):</p> <ul style="list-style-type: none"> <li><i>In excess of 50% of students achieving <u>Medium Growth</u> in Number, Writing and Grammar and Punctuation</i></li> <li><i>In excess of 30% of students achieving <u>High-Growth</u> in Number, Writing and Grammar and Punctuation</i></li> </ul> <p>Trend improvement in Student Attitude to School Teaching &amp; Learning variables:</p> <ul style="list-style-type: none"> <li><i>Teaching &amp; Learning Variables consistently in the 3<sup>rd</sup> Quartile (particularly Learning Confidence and Stimulating Learning)</i></li> </ul> <p>Trend improvement in Staff Opinion Survey School Climate variables:</p> <ul style="list-style-type: none"> <li><i>School Climate Variables consistently above All School Means – and within the 67% Percentile</i></li> </ul> <p>Trend improvement in Parent Opinion Survey of School Climate variables:</p> <p><i>School Climate Variables consistently in the 3<sup>rd</sup> Quartile (particular focus on reporting, transitions and homework)</i></p>
<p>12 MONTH TARGETS</p>	<p>Evident improvement in Student Performance in Number, Reading &amp; Writing (Teacher Judgement – Victorian Curriculum):</p> <ul style="list-style-type: none"> <li><i>Student Achievement with 35% performing beyond the expected level (6 months +) in Number &amp; Writing (and Reading)</i></li> <li><i>Student Achievement with less than 30% performing below the expected level (6 months or more ) in Number &amp; Writing (and Reading)</i></li> </ul> <p>Trend Improvement in Student Performance in Number, Reading &amp; Writing (NAPLAN – Relative High Growth / Proportion of students in top 2 Bands):</p> <ul style="list-style-type: none"> <li><i>In excess of 40% of students achieving <u>Medium Growth</u> in Number, Writing and Reading for the 2018 Grade 5 cohort</i></li> <li><i>In excess of 20% of students achieving <u>High-Growth</u> in Number, Writing and Reading for the 2018 Grade 5 cohort</i></li> </ul> <p>Trend improvement in Student Opinion Survey of School Climate variables, <i>new elements are Excellence in Teaching and Learning and Positive Climate for Learning:</i></p> <ul style="list-style-type: none"> <li><i>In excess of 80% endorsement of all framework factors (new survey report) and less than 10% negative response with emphasis on Stimulated Learning (boys in particular), Teacher Concern (boys in particular), Student Voice and Agency (boys in particular) and Non-experience of Bullying (2018 Year 5/6 girls in particular)</i></li> </ul> <p>Trend improvement in Staff Opinion Survey School Climate variables:</p> <ul style="list-style-type: none"> <li><i>School climate components to be in excess of 75% endorsement (new survey report) with particular emphasis on Collective Efficacy and Academic Emphasis</i></li> </ul> <p>Trend improvement in Parent Opinion Survey of School Climate variables, <i>new elements are Community Engagement in Learning, Excellence in Teaching and Learning, Positive Climate for Learning:</i></p> <ul style="list-style-type: none"> <li><i>In excess of 85% endorsement of all framework factors (new survey report) and less than 5% negative response with emphasis on Effective Teaching, Student Motivation and Support, Understanding Assessment and Progress and Incidents of Bullying</i></li> </ul>







<b>FISO IMPROVEMENT INITIATIVE</b>	<p><b>Excellence in Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Planning &amp; Assessment - Evidence based on HITs (high impact teaching strategies)</li> <li>• Building Practice Excellence (Evaluating impact on learning)</li> </ul> <p><b>Professional Leadership:</b></p> <ul style="list-style-type: none"> <li>• Building Leadership Teams (Instructional and shared leadership / Vision, values and culture)</li> </ul>
<b>FISO IMPROVEMENT INITIATIVE RATIONALE</b>	<p>Student performance in Reading, Writing and Number is below expected Strategic Plan targets as based on NAPLAN growth reports and teacher judgement. The school has too many students performing below the expected level and or experiencing low growth. Students at the school performing above the expected level and/or experiencing medium to high growth is also lower than expected. To ensure improved student learning growth the school must continue to focus on excellence in teaching and learning with particular emphasis on high impact teaching strategies and the inquiry cycle that ensures a relentless focus on student learning growth. Recent Professional Learning by members of the School Improvement Team has seen 3 members of staff trained as PLC Instructional Leaders. To build staff capacity to improve student learning outcomes off teaching staff will engage in the PLC process that focuses on student learning data and teaching and learning practices that enhance that student learning data.</p>

<p><b>Key Improvement Strategy 1</b></p>	<p><b>To embed the Teaching &amp; Learning Practices in English as identified through the school’s Professional Learning journey throughout this Strategic Plan.</b></p> <p><b>To establish Professional Learning Communities (PLCs) across the school that utilize the Inquiry Cycle Model for improving Student Learning Outcomes.</b></p>
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>• Implementation of Victorian Curriculum –English (Reading and Writing)</li> <li>• Set team targets in Reading and Writing for all cohorts (Grades 1-6)</li> <li>• Embed assessment guidelines in English</li> <li>• New Program Planners in English (writing scope and sequence)</li> <li>• Powerful teaching and learning practices in English identified and implemented (HITS) including moderation</li> <li>• Implementation of a whole school approach to the teaching and learning of English</li> <li>• Rigour and high standards will be set for student performance in English</li> <li>• Student achievement goal, targets and improvement strategies are shared with the whole school community</li> <li>• Establish PLCs throughout the school</li> </ul>
<p><b>Evidence of impact</b></p>	<p>Students will;</p> <ul style="list-style-type: none"> <li>• Experience improved learning outcomes in Reading and Writing at a minimum level of 12 months growth in 12 months for students at or above the expected level</li> <li>• Experience improved learning outcomes in Reading and Writing up to 18 months growth in 12 months for students identified as working 6 months below expected level</li> <li>• Experience improved learning outcomes in Reading and Writing up to 12 months growth in 12 months for students identified as working in excess of 6 months below the expected level</li> <li>• Experience medium to high growth in NAPLAN Reading and Writing (minimum 60%)</li> </ul> <p>Teachers will;</p> <ul style="list-style-type: none"> <li>• Implement the Victorian Curriculum –English (Reading and Writing)</li> <li>• Set team targets in Reading and Writing for all cohorts</li> <li>• Follow assessment guidelines in English</li> <li>• Develop program planners in English that cater for all student needs</li> <li>• Adopt powerful teaching and learning practices in English as identified through HITS document, feedback and PLC process</li> <li>• Adopt a whole school approach to the teaching and learning of English</li> <li>• Set rigorous and high standards for student performance in English</li> <li>• Present evidence of student learning growth and professional learning within English during the PDP process</li> <li>• Place a priority on program planning in Reading that focuses on Comprehension and Re-tell of Instructional Level Text</li> </ul> <p>Middle Leadership (PLT leaders) will;</p> <ul style="list-style-type: none"> <li>• Support the implementation the Victorian Curriculum –English (Reading and Writing)</li> <li>• Lead the establishment of team targets in Reading and Writing for their cohort</li> <li>• Enforce and analyse assessment guidelines in English</li> <li>• Assist the develop of program planners in English that cater for all student needs</li> <li>• Explore/model powerful teaching and learning practices in English as identified through HITS document, feedback and PLC process</li> <li>• Ensure a whole school approach to the teaching and learning of English is followed</li> <li>• Support team members in identifying evidence of student learning growth and professional learning within English during the PDP process</li> </ul> <p>School Leaders will;</p> <ul style="list-style-type: none"> <li>• Ensure implementation of the Victorian Curriculum –English (Reading and Writing)</li> <li>• Provide initial data sets for assisting teams to set targets in Reading and Writing for all cohorts (Grades 1-6)</li> <li>• Enforce assessment guidelines in English</li> <li>• Review program planners in English through the PLC process</li> <li>• Guide PLCs to support powerful teaching and learning practices in English identified and implemented (HITS)</li> <li>• Establish a whole school approach to the teaching and learning of English</li> <li>• Share student achievement goal, targets and improvement strategies with the whole school community</li> <li>• Support PCOs within the PDP process</li> <li>• Engage in the Literacy Leaders Bastow program</li> <li>• Engage with the Wellington Network Literacy Coach to support teaching and learning practices in English</li> </ul>

ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
Engage in a PLC process that identifies high impact teaching strategies (HITS) in English	Instructional Leaders (Suzy & Emily) Teachers	Yes	December 2018	Staffing and PD budget		6 months:	
						12 months:	
Develop and implement an instructional model for the delivery of English throughout the school	School Improvement Team (Suzy & Emily) Wellington Network Literacy Coach Classroom Teachers	Yes	December 2018	N/A		6 months:	
						12 months:	
School Review of Student Achievement in Literacy	School Improvement Team Teaching staff School Reviewer	No	Term 2 or 3 TBC	Equity Funding		6 months:	
						12 months:	
Development of a new Strategic Plan (2018-2022)	School Improvement Team Teaching staff SEIL	No	Term 3 or 4 TBC	Equity Funding		6 months:	
						12 months:	

<p><b>Key Improvement Strategy 2</b></p>	<p><b>To embed the Teaching &amp; Learning Practices in Numeracy as identified through the school’s Professional Learning journey throughout this Strategic Plan.</b></p> <p><b>To establish Professional Learning Communities (PLCs) across the school that utilize the Inquiry Cycle Model for improving Student Learning Outcomes.</b></p>
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>• Implementation of Victorian Curriculum –Mathematics (Number)</li> <li>• Set team targets in Number for all cohorts (Grades 1-6)</li> <li>• Embed assessment guidelines in Mathematics</li> <li>• New Program Planners in Mathematics</li> <li>• Powerful teaching and learning practices in Mathematics identified and implemented (HITS)</li> <li>• Implementation of a whole school approach to the teaching and learning of Mathematics</li> <li>• Rigour and high standards will be set for student performance in Mathematics</li> <li>• Student achievement goal, targets and improvement strategies are shared with the whole school community</li> <li>• Establish PLCs throughout the school</li> </ul>
<p><b>Evidence of impact</b></p>	<p>Students will;</p> <ul style="list-style-type: none"> <li>• Experience improved learning outcomes in Number at a minimum level of 12 months growth in 12 months for students at or above the expected level</li> <li>• Experience improved learning outcomes in Number up to 18 months growth in 12 months for students identified as working 6 months below expected level</li> <li>• Experience improved learning outcomes in Number up to 12 months growth in 12 months for students identified as working in excess of 6 months below the expected level</li> <li>• Experience medium to high growth in NAPLAN Number (minimum 60%)</li> </ul> <p>Teachers will;</p> <ul style="list-style-type: none"> <li>• Implement the Victorian Curriculum –Mathematics (Number)</li> <li>• Set team targets in Number for all cohorts</li> <li>• Follow assessment guidelines in Mathematics</li> <li>• Develop program planners in Mathematics that cater for all student needs</li> <li>• Adopt powerful teaching and learning practices in Mathematics as identified through HITS document, feedback</li> <li>• Adopt a whole school approach to the teaching and learning of Mathematics</li> <li>• Set rigorous and high standards for student performance in Mathematics</li> <li>• Present evidence of student learning growth and professional learning within Mathematics during the PDP process</li> </ul> <p>Middle leadership (PLT leaders) will;</p> <ul style="list-style-type: none"> <li>• Support the implementation the Victorian Curriculum –Mathematics (Number)</li> <li>• Lead the establishment of team targets in Number for their cohort</li> <li>• Enforce and analyse assessment guidelines in Mathematics</li> <li>• Assist the develop of program planners in Mathematics that cater for all student needs</li> <li>• Explore/model powerful teaching and learning practices in Mathematics as identified through HITS document, feedback</li> <li>• Ensure a whole school approach to the teaching and learning of Mathematics is followed</li> <li>• Support team members in identifying evidence of student learning growth and professional learning within Mathematics during the PDP process</li> </ul> <p>School leaders will;</p> <ul style="list-style-type: none"> <li>• Ensure implementation of the Victorian Curriculum –Mathematics (Number)</li> <li>• Provide initial data sets for assisting teams to set targets in Number for all cohorts (Grades 1-6)</li> <li>• Enforce assessment guidelines in Mathematics</li> <li>• Review program planners in Mathematics</li> <li>• Guide PLCs to support powerful teaching and learning practices in Mathematics identified and implemented (HITS)</li> <li>• Establish a whole school approach to the teaching and learning of Mathematics</li> </ul>

- Share student achievement goals, targets and improvement strategies with the whole school community
- Support PCOs within the PDP process

ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
Develop and implement an instructional model for the delivery of Mathematics throughout the school	School Improvement Team (Suzy & Emily) Wellington Network Literacy Coach Classroom Teachers	Yes	December 2018	N/A		6 months:	
						12 months:	
School Review of Student Achievement in Mathematics	School Improvement Team (Principal) Teaching staff School Reviewer	No	Term 2 or 3 TBC	Equity Funding		6 months:	
						12 months:	
Development of a new Strategic Plan (2018-2022)	School Improvement Team (Principal) Teaching staff Craig Felstead (SEIL)	No	Term 3 or 4 TBC	Equity Funding		6 months:	
						12 months:	

## Goal 2









<p>STRATEGIC PLAN GOAL 2</p>	<p><b><u>Student Engagement:</u></b></p> <ul style="list-style-type: none"> <li>To enhance the learning growth and engagement of every student.</li> </ul> <p><b><u>Student Wellbeing:</u></b></p> <ul style="list-style-type: none"> <li>To enhance support for every student to thrive in a safe and stimulating learning environment</li> </ul>
<p>STRATEGIC PLAN TARGETS</p>	<p>Trend improvement in Student Attitude to School Teaching &amp; Learning variables:</p> <ul style="list-style-type: none"> <li><i>Teaching &amp; Learning Variables consistently in the 3<sup>rd</sup> Quartile (particularly Learning Confidence and Stimulating Learning)</i></li> </ul> <p>Trend improvement in Staff Opinion Survey School Climate variables:</p> <ul style="list-style-type: none"> <li><i>School Climate Variables consistently above All School Means – and within the 67% Percentile</i></li> </ul> <p>Trend improvement in Parent Opinion Survey of School Climate variables:</p> <ul style="list-style-type: none"> <li><i>School Climate Variables consistently in the 3<sup>rd</sup> Quartile (particular focus on reporting, transitions and homework)</i></li> </ul>
<p>12 MONTH TARGETS</p>	<p>Trend improvement in Student Opinion Survey of School Climate variables, <i>new elements are Excellence in Teaching and Learning and Positive Climate for Learning:</i></p> <ul style="list-style-type: none"> <li><i>In excess of 80% endorsement of all framework factors (new survey report) and less than 10% negative response with emphasis on Stimulated Learning (boys in particular), Teacher Concern (boys in particular), Student Voice and Agency (boys in particular) and Non-experience of Bullying (2018 Year 5/6 girls in particular)</i></li> </ul> <p>Trend improvement in Staff Opinion Survey School Climate variables:</p> <ul style="list-style-type: none"> <li><i>School climate components to be in excess of 75% endorsement (new survey report) with particular emphasis on Collective Efficacy and Academic Emphasis</i></li> </ul> <p>Trend improvement in Parent Opinion Survey of School Climate variables, <i>new elements are Community Engagement in Learning, Excellence in Teaching and Learning, Positive Climate for Learning:</i></p> <ul style="list-style-type: none"> <li><i>In excess of 85% endorsement of all framework factors (new survey report) and less than 5% negative response with emphasis on Effective Teaching, Student Motivation and Support, Understanding Assessment and Progress and Incidence of Bullying</i></li> </ul>
<p>FISO IMPROVEMENT INITIATIVE</p>	<p><b>Positive Climate for Learning:</b></p> <ul style="list-style-type: none"> <li><b>Empowering students and building school pride (Health &amp; Well-being)</b></li> <li><b>Setting expectations and promoting inclusion (Intellectual engagement and self-awareness)</b></li> </ul>
<p>FISO IMPROVEMENT INITIATIVE RATIONALE</p>	<p>The school has identified the following framework factors in the Staff, Student and Parent Opinion Surveys that require particular attention: Stimulated Learning, Teacher Concern (relationships), Student Voice and the identification and incidence of Bullying. These areas have less than 85% endorsement and/or more than 5% negative response.</p>

Key Improvement Strategy 1	To increase the engagement of all students with particular emphasis on: Challenging Learning / Growth Mindset / Teacher-Student-Teacher Feedback
Actions	<ul style="list-style-type: none"> <li>• Embed explicit teacher delivery of Learning Intent – <b>Why</b> am I learning....</li> <li>• Embed explicit goals and feedback for all students as identified via Success Criteria – <b>How</b> will I know that I have been successful?</li> <li>• Development of a student voice to build confidence and to monitor their own learning (student/teacher feedback)</li> <li>• Powerful teaching and learning practices (HITS) supported through Peer Observations</li> <li>• Embed high expectations and accountability of students to the quality of their work – progress/learning walls</li> <li>• Student engagement goal, targets and improvement strategies are shared with the school community</li> <li>• Utilise within the classroom Challenging Learning feedback statements provided through whole school professional development</li> <li>• Monitoring of all student attendance data</li> <li>• Continue to engage with consultant, George Telford, to maintain development of Challenging Learning/Growth Mindset</li> </ul>
Evidence of impact	<p>Students will;</p> <ul style="list-style-type: none"> <li>• Be exposed to a stimulating learning environment</li> <li>• Have increased learning confidence as a result of teacher feedback (learning goals)</li> <li>• Be able to articulate the Learning Intention and Success Criteria for their learning</li> <li>• Have a voice regarding their learning and learning environment</li> </ul> <p>Teachers will;</p> <ul style="list-style-type: none"> <li>• Plan for and articulate the Learning Intention and Success Criteria to their students</li> <li>• Provide and maintain a stimulating learning environment</li> <li>• Provide timely feedback to students about their learning</li> <li>• Provide weekly opportunities for students to give feedback regarding their learning and learning environment to teachers</li> <li>• Monitor student attendance data and refer ongoing attendance concerns to PCO</li> <li>• Focus on powerful teaching and learning practices (HITS) as supported through Peer Observations</li> <li>• Embed high expectations and accountability of students to the quality of their work – progress/learning walls</li> <li>• Continue to engage with consultant, George Telford, to maintain development of Challenging Learning/Growth Mindset</li> <li>• Present evidence of student well-being and professional learning within Challenging Learning/Growth Mindset during the PDP process</li> <li>• Communicate with parents in regards to student assessment and learning growth</li> </ul> <p>Middle Leaders (PLT leaders) will;</p> <ul style="list-style-type: none"> <li>• Support the planning for Learning Intention and Success Criteria in their PLT</li> <li>• Support Peer Observations</li> <li>• Engage in conversations that identify the elements of a stimulated learning environment</li> <li>• Lead professional discussions in PLT meetings based on powerful teaching and learning practices (HITS)</li> <li>• Lead professional discussions in PLT meetings based on Challenging Learning/Growth Mindset</li> </ul> <p>School Leaders will;</p> <ul style="list-style-type: none"> <li>• Provide support and resources to Middle Leaders to lead professional discussions</li> <li>• Monitor evidence of student engagement and professional learning within Challenging Learning/Growth Mindset during the PDP process</li> <li>• Ensure representation on the Improved Learning @ Wellington Committee</li> <li>• Support classroom teachers in managing ongoing attendance issues</li> <li>• Plan and lead professional learning experiences with consultant, George Telford</li> </ul>



ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
George Telford to present a series of Professional Learning sessions that continue to build staff capacity in using the Challenging learning / Growth Mindset Model	School Improvement Team (Col) Teachers	Yes	December 2018	Equity Funding		6 months:	
						12 months:	
Staff to participate in Peer Observations that focuses on High Impact Teaching Strategies (HITS)	School Improvement Team (Col) Teachers	Yes	December 2018	PD Budget		6 months:	
						12 months:	
School Review of Student Engagement	School Improvement Team (Principal) Teaching staff School Reviewer	No	Term 2 or 3 TBC	Equity Funding		6 months:	
						12 months:	
Development of a new Strategic Plan (2018-2022)	School Improvement Team (Principal) Teaching staff Craig Felstead (SEIL)	No	Term 3 or 4 TBC	Equity Funding		6 months:	
						12 months:	

Key Improvement Strategy 2	To enhance the well-being of all students with an emphasis on; Managing Bullying / Increasing Attendance Rates / Student Tracking / Student Management Guidelines.
Actions	<ul style="list-style-type: none"> <li>• Strengthen communication and partnerships with parents and the wider community</li> <li>• Implement attendance policy and guidelines to reduce student absence</li> <li>• Embed the use of SENTRAL in tracking student attendance and behaviour</li> </ul>
Evidence of impact	<p>Students will;</p> <ul style="list-style-type: none"> <li>• Understand the importance of attending school</li> <li>• Consistently attend school</li> <li>• Understand the definition of bullying</li> <li>• Manage their own behaviour in line with the Student Matrix</li> </ul> <p>Teachers will;</p> <ul style="list-style-type: none"> <li>• Monitor and act on student attendance as required</li> <li>• Report ongoing absence and behaviour issues to PCOs</li> <li>• Develop social skills programs inclusive of bullying (verbal, physical, cyber)</li> <li>• Refer to and explicitly teach school values and matrix of behaviour</li> <li>• Regularly communicate with parents about their child's emotional and social well-being</li> <li>• Use SENTRAL for the documentation of attendance, behavioural issues, parent contact</li> <li>• Attend PSGs to address attendance and/or behavioural issues</li> <li>• Adopt a variety of strategies to manage student behaviour (positive and challenging)</li> <li>• Engage with additional support from professional organisations / individuals to support attendance and/or behavioural issues</li> </ul> <p>Middle Leaders (PLT Leaders) will;</p> <ul style="list-style-type: none"> <li>• Support PLT Members with student absence or behavioural issues</li> <li>• Lead professional discussions in PLT meetings based on managing behavioural issues within the team</li> <li>• Maintain team focus on the effective recording of student attendance and behaviour data into SENTRAL</li> </ul> <p>School Leaders will;</p> <ul style="list-style-type: none"> <li>• Provide support and resources to Middle Leaders to lead professional discussions</li> <li>• Monitor evidence of student management</li> <li>• Ensure representation on the Improved Learning @ Wellington Committee</li> <li>• Provide support and resources to classroom teachers in managing ongoing attendance and behavioural issues</li> <li>• Chair PSGs that are implemented to address attendance and/or behavioural issues</li> <li>• Engage additional support from professional organisations / individuals to support attendance and/or behavioural issues</li> </ul>

ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
Formalise an Attendance Policy and Guidelines that includes the consistent use of SENTRAL	School Improvement Team (PCO – Ewen)	No	Term 3	Nil		6 months:	
						12 months:	
Review the school's Scope & Sequence for Social Skills to ensure consistent and explicit teaching of defining bullying and responding to acts of bullying.	School Improvement Team (PCO – Ewen)	Yes	December 2018	Nil		6 months:	
						12 months:	
School Review of Student Well-being	School Improvement Team (Principal) Teaching staff School Reviewer	No	Term 2 or 3 TBC	Equity Funding		6 months:	
						12 months:	
Development of a new Strategic Plan (2018-2022)	School Improvement Team (Principal) Teaching staff Craig Felstead (SEIL)	No	Term 3 or 4 TBC	Equity Funding		6 months:	
						12 months:	

### Section 3: Whole School Professional Learning and Development Plan

Professional Learning Priorities	Who	When	Key Professional Learning Strategies (Choose up to 3)	Organisational Structure (Select)	Expertise Accessed	Where
Teaching & Learning Practices in English and Mathematics			<input type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> School Improvement Partnerships <input type="checkbox"/> Internal Staff <input type="checkbox"/> Bastow program/course	<input type="checkbox"/> On-site <input type="checkbox"/> Off-site (Bastow)
Engagement of students through Challenging Learning and Growth Mindset			<input type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Peer observation including feedback and reflection	<input type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> Internal Staff <input type="checkbox"/> External Consultants – George Telford	<input type="checkbox"/> On-site
Development of effective Professional Learning Communities (PLCs)			<input type="checkbox"/> Collaborative planning <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Professional Practice Day <input type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA Curriculum Specialists <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"/> External Consultants (please add details below)	<input type="checkbox"/> On-site

## Section 4: School Self-Evaluation

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum proficiency status (Emerging, Evolving, Embedding, Excelling)	Evidence and analysis
Excellence in teaching and learning	<b>Building practice excellence</b>	Yes	2 - Evolving	
	<b>Curriculum planning and assessment</b>	Yes	2 - Evolving	
	Evidence-based high impact teaching strategies	Yes	2 - Evolving	
	Evaluating impact on learning	Yes	2 - Evolving	
Professional leadership	<b>Building leadership teams</b>	Yes	2 - Evolving	
	Instructional and shared leadership	Yes	2 - Evolving	
	Strategic resource management	No	3 - Embedding	
	Vision, values and culture	Yes	2 - Evolving	
Positive climate for learning	<b>Empowering students and building school pride</b>	Yes	2 - Evolving	
	<b>Setting expectations and promoting inclusion</b>	Yes	2 - Evolving	
	Health and wellbeing	Yes	2 - Evolving	
	Intellectual engagement and self-awareness	Yes	2 - Evolving	
Community engagement in learning	<b>Building communities</b>	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	Select status	
<b>Reflective comments:</b>				
<b>Confidential Cohorts analysis:</b>				
<b>Next Steps:</b>				