**2019 Annual Implementation Plan**

Submitted for review by Karen Rush (School Principal) on 18 December, 2018 at 06:30 PM  
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 16 January, 2019 at 01:59 PM  
Endorsed by Dom Barr (School Council President) on 28 February, 2019 at 03:05 PM

**for improving student outcomes**

Reservoir Views Primary School (5523)



**Self-evaluation Summary - 2019**

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|  | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Evolving moving towards Embedding |
|  | Curriculum planning and assessment | Evolving |
|  | Evidence-based high-impact teaching strategies | Evolving |
|  | Evaluating impact on learning | Evolving moving towards Embedding |

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| **Professional leadership** |  | Building leadership teams | Embedding |
|  | Instructional and shared leadership | Embedding |
|  | Strategic resource management | Embedding moving towards Excelling |
|  | Vision, values and culture | Embedding |

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

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

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| **Enter your reflective comments** | We have successfully continued to build teacher capacity in data analysis to evaluate our teaching practice. The staff have worked to build collaborative partnerships within the school and outside partnerships. Staff are using the HITS more effectively daily in their teaching practice. Staff have embedded the use of instructional models for reading and maths. |
| **Considerations for 2019** | We need to extend teacher capacity for effective teaching of reading and mathematics using high impact teaching strategies. We need to evaluate and develop whole school practices for the teaching of writing using the FISO Improvement Cycle. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | Improve and maximise student learning across the whole curriculum with an emphasis on Literacy and Numeracy. |
| Target 1.1 | Every student to achieve at least one year’s growth in learning as measured by the Victorian Curriculum during each school year.    Increased % of students in the top 2 bands in all literacy and numeracy domains in NAPLAN from previous year.    Increase the proportion of students making high relative NAPLAN gain from Year 3 to Year 5.    The School Staff Survey Overall Score for School Climate and Professional Learning will be at or above the state mean. |
| Key Improvement Strategy 1.a Building leadership teams | Build professional and collaborative leadership. |
| Goal 2 | To ensure that students are engaged in their learning and feel connected to their school. |
| Target 2.1 | Student Attitude to School Survey  Scores to be at or above state mean for learning confidence, stimulating learning, teacher empathy, and teacher effectiveness.    Parent Opinion Survey (POS)  General satisfaction, social skills, and transition to be at or above the state mean    Attendance  Improve student attendance to be at or above the state mean |
| Key Improvement Strategy 2.a Setting expectations and promoting inclusion | All teachers model and sustain high expectations as part of their regular classroom practice for learning, effort and engagement. |
| Goal 3 | Ensure the provision of a positive, safe and stimulating learning environment that develops resilience and wellbeing. |
| Target 3.1 | Student Attitude to School Survey (SATSS)  Scores to be at or above state mean for classroom behaviour, student safety, student distress, student morale, school connectedness, and connectedness to peers.    Parent Opinion Survey (POS)  General satisfaction, student safety, and school connectedness  to be at or above the state mean    Attendance  Improve student attendance to be at or above the state mean |
| Key Improvement Strategy 3.a Building practice excellence | Use high impact teaching strategies to ensure effective teaching and learning practices. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| Improve and maximise student learning across the whole curriculum with an emphasis on Literacy and Numeracy. | Yes | Every student to achieve at least one year’s growth in learning as measured by the Victorian Curriculum during each school year.    Increased % of students in the top 2 bands in all literacy and numeracy domains in NAPLAN from previous year.    Increase the proportion of students making high relative NAPLAN gain from Year 3 to Year 5.    The School Staff Survey Overall Score for School Climate and Professional Learning will be at or above the state mean. | Reading Teacher Judgement - Victorian Curriculum  At and above expected levels to 80% (anticipate 79% 2018).  Number and Algebra Teacher Judgement - Victorian Curriculum At and above expected levels to 75% (anticipate 69% 2018)  Writing Teacher Judgement - Victorian Curriculum At and above expected levels to 70% (anticipate 62.5% 2018)  NAPLAN  Increase the percentage of students achieving in the top two bands Reading Year 3: Top two bands 60% (56% Panorama Report 2018). Reading Year 5: Top two bands 30% (25% Panorama Report 2018). Number & Algebra Year 3: Top two bands 45% (41% 2018). Number & Algebra Year 5: Top two bands 30% (21% 2018).  NAPLAN Relative Growth higher gain Year 3 - 5 (Reading, Numeracy, and Writing). |
| To ensure that students are engaged in their learning and feel connected to their school. | Yes | Student Attitude to School Survey  Scores to be at or above state mean for learning confidence, stimulating learning, teacher empathy, and teacher effectiveness.    Parent Opinion Survey (POS)  General satisfaction, social skills, and transition to be at or above the state mean    Attendance  Improve student attendance to be at or above the state mean | Increase all levels of the Year 4-6 SATTS Social Engagement, and Learner Characteristics and Disposition factors to 95%.  Increase POS factor General Satisfaction with School to 90%- 2019.88%-2018)  Decrease the percentage of students with 20 or more absence days from the 2018 level of 14% (anticipated result)  Increase the percent endorsement for School Staff Survey Professional Learning (2018 75%). |
| Ensure the provision of a positive, safe and stimulating learning environment that develops resilience and wellbeing. | Yes | Student Attitude to School Survey (SATSS)  Scores to be at or above state mean for classroom behaviour, student safety, student distress, student morale, school connectedness, and connectedness to peers.    Parent Opinion Survey (POS)  General satisfaction, student safety, and school connectedness  to be at or above the state mean    Attendance  Improve student attendance to be at or above the state mean | Reduce SATTS Experiencing Bullying factor to 9%.(2018-10%)  Increase the percentage of positive responses to the questions within the School Staff Survey Collective Efficacy factor (2018 68%).  Maintain POS factor Connectedness with School at 89%. |

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| Goal 1 | Improve and maximise student learning across the whole curriculum with an emphasis on Literacy and Numeracy. | |
| 12 Month Target 1.1 | Reading Teacher Judgement - Victorian Curriculum  At and above expected levels to 80% (anticipate 79% 2018).  Number and Algebra Teacher Judgement - Victorian Curriculum At and above expected levels to 75% (anticipate 69% 2018)  Writing Teacher Judgement - Victorian Curriculum At and above expected levels to 70% (anticipate 62.5% 2018)  NAPLAN  Increase the percentage of students achieving in the top two bands Reading Year 3: Top two bands 60% (56% Panorama Report 2018). Reading Year 5: Top two bands 30% (25% Panorama Report 2018). Number & Algebra Year 3: Top two bands 45% (41% 2018). Number & Algebra Year 5: Top two bands 30% (21% 2018).  NAPLAN Relative Growth higher gain Year 3 - 5 (Reading, Numeracy, and Writing). | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building leadership teams | Build professional and collaborative leadership. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Succession planning and induction will be imperative at Reservoir Views in 2019 with the appointment of a new Principal, Assistant Principal, new teaching staff, and the School Strategic Plan Review. Leadership capacity will need to be increased across the school to support new teaching teams. | |
| Goal 2 | To ensure that students are engaged in their learning and feel connected to their school. | |
| 12 Month Target 2.1 | Increase all levels of the Year 4-6 SATTS Social Engagement, and Learner Characteristics and Disposition factors to 95%.  Increase POS factor General Satisfaction with School to 90%- 2019.88%-2018)  Decrease the percentage of students with 20 or more absence days from the 2018 level of 14% (anticipated result)  Increase the percent endorsement for School Staff Survey Professional Learning (2018 75%). | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Setting expectations and promoting inclusion | All teachers model and sustain high expectations as part of their regular classroom practice for learning, effort and engagement. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Victorian Curriculum Teacher Judgements are below expected levels in maths, reading and writing. Data indicates that some students are capable of achieving higher outcomes and this could be due to low expectations of teachers.   The SATTS collected data revealed a decrease in student perception of Sense of Connectedness, Attitude to Attendance, Self Regulation and Goal Setting and Sense of Confidence. In 2019 we will focus on improving all levels of the Social Engagement and Learner Characteristics and Dispositions domains. Teachers will convey high expectations of learning effort and engagement for all students to develop a consistent agreement of learning across the school. | |
| Goal 3 | Ensure the provision of a positive, safe and stimulating learning environment that develops resilience and wellbeing. | |
| 12 Month Target 3.1 | Reduce SATTS Experiencing Bullying factor to 9%.(2018-10%)  Increase the percentage of positive responses to the questions within the School Staff Survey Collective Efficacy factor (2018 68%).  Maintain POS factor Connectedness with School at 89%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Use high impact teaching strategies to ensure effective teaching and learning practices. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | The HITS self evaluation survey for staff indicates that for Goal Setting and Worked Examples Strategies teachers were at the Emerging and Evolving stage.  In 2019, teachers will deepen understanding of instructional practices that reliably increase student learning by using HITS 1. Setting Goals and other targeted strategies. Teachers will work collaboratively to implement Practice Principle 2: a supportive and productive learning environment promotes inclusion and collaboration. When teachers maintain a safe, supportive and inclusive learning environment, students are motivated, collaborative and productive. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | Improve and maximise student learning across the whole curriculum with an emphasis on Literacy and Numeracy. | | | | |
| 12 Month Target 1.1 | Reading Teacher Judgement - Victorian Curriculum  At and above expected levels to 80% (anticipate 79% 2018).  Number and Algebra Teacher Judgement - Victorian Curriculum At and above expected levels to 75% (anticipate 69% 2018)  Writing Teacher Judgement - Victorian Curriculum At and above expected levels to 70% (anticipate 62.5% 2018)  NAPLAN  Increase the percentage of students achieving in the top two bands Reading Year 3: Top two bands 60% (56% Panorama Report 2018). Reading Year 5: Top two bands 30% (25% Panorama Report 2018). Number & Algebra Year 3: Top two bands 45% (41% 2018). Number & Algebra Year 5: Top two bands 30% (21% 2018).  NAPLAN Relative Growth higher gain Year 3 - 5 (Reading, Numeracy, and Writing). | | | | |
| KIS 1 Building leadership teams | Build professional and collaborative leadership. | | | | |
| **Actions** | Establish School Improvement Team. Identify leadership potential in current personnel and provide PL to build capacity. Appoint or recruit coaches to build teacher capacity and impact. Provide time for the School Review Process. Establish team norms and protocols throughout the school to support professional interactions, learning and collaboration. Implement effective induction for new staff and professional learning in school priorities.  Develop a comprehensive professional learning plan that targets the school improvement priorities. Use the FISO improvement cycle to support improving the teaching of Writing. Use Practice Principle 1: High expectations for every student promote intellectual engagement and awareness Implementation of HITS: 1. Setting goals, 2. Structuring lessons, and 3. Explicit Teaching to build practice practice excellence, promote best practice and consistency across the school.  Establish a Community of Practice with Preston West PS to share best practice and moderation in Numeracy. Introduce whole school process for using Google docs collaboratively for planning and assessment purposes. | | | | |
| **Outcomes** | Effective teaching utilising HITS observable throughout the school. Higher outcomes in student achievement of Reading, Writing and Maths as measured by Victorian Curriculum Teacher capacity to teach and assess Writing across the school will be increased and consistent. Consistency in best practice across the school - planning documentation, delivering a differentiated curriculum and moderation across the school. Leadership / School Improvement Team leads professional learning teams. Observations of practice show all staff effective in using instructional models and HITS. | | | | |
| **Success Indicators** | Semester 1 & 2 Victorian Curriculum teacher judgement outcomes. Collated assessment data e.g. PAT testing, Essential Assessment, Fountas & Pinnell. NAPLAN outcomes School Staff Opinion Survey Successful VIT Full Registration of graduate teachers  Staff working collaboratively to analyse data and plan/implement challenging curriculum for all students | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Professional Learning Program developed and implemented throughout the year. PL includes Writing, HITS and Practice Principles. | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🗹 Equity funding will be used |
| Coaching, professional development, induction support and mentoring timetabled across the school. | | 🗹 Assistant Principal  🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Whole school is using Google docs for planning and assessment purposes. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $500.00  🗹 Equity funding will be used |
| Documentation and implementation of whole school process of Literacy and Numeracy teaching and learning practices. | | 🗹 All Staff  🗹 Curriculum Co-ordinator (s)  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Instructional model for the teaching of Writing established and consistent throughout the school. | | 🗹 Literacy Leader  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Goal 2 | To ensure that students are engaged in their learning and feel connected to their school. | | | | |
| 12 Month Target 2.1 | Increase all levels of the Year 4-6 SATTS Social Engagement, and Learner Characteristics and Disposition factors to 95%.  Increase POS factor General Satisfaction with School to 90%- 2019.88%-2018)  Decrease the percentage of students with 20 or more absence days from the 2018 level of 14% (anticipated result)  Increase the percent endorsement for School Staff Survey Professional Learning (2018 75%). | | | | |
| KIS 1 Setting expectations and promoting inclusion | All teachers model and sustain high expectations as part of their regular classroom practice for learning, effort and engagement. | | | | |
| **Actions** | Develop teacher understanding of high expectations through professional learning and implementation of Practice Principle 1: High Expectations and HITS Goal Setting, and Feedback.  All students set learning goals for Literacy and Numeracy. Implement Compass communication modules to increase timely communication between school and home. | | | | |
| **Outcomes** | Improved learning outcomes for all students, particularly students achieving above the expected level. 2019 SATTS results will improve student engagement and connectedness to school. Improved attendance data.  Increased percentage of endorsement for SSS Professional Learning domain. | | | | |
| **Success Indicators** | Improved Victorian Curriculum outcomes. School based Student, Staff and Parent Survey improved outcomes. Attendance data from Compass and CASES.  Reduced SATTS Experience of Bullying. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| All students have learning goals to achieve within a set timeframe. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Positive, effective behaviour management practices in place throughout the school. Berry Street consultant provides PL and consult feedback. | | 🗹 All Staff  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🗹 Equity funding will be used |
| Anti-bullying strategies, eg E-smart and cyber-safety, are included in each term's learning programs. Outsourced provider eg Bully Busters provide incursion for students. | | 🗹 All Staff  🗹 PLT Leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Teachers use rubrics to support student self-evaluation and self-assessment | | 🗹 All Staff  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 2  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Goal 3 | Ensure the provision of a positive, safe and stimulating learning environment that develops resilience and wellbeing. | | | | |
| 12 Month Target 3.1 | Reduce SATTS Experiencing Bullying factor to 9%.(2018-10%)  Increase the percentage of positive responses to the questions within the School Staff Survey Collective Efficacy factor (2018 68%).  Maintain POS factor Connectedness with School at 89%. | | | | |
| KIS 1 Building practice excellence | Use high impact teaching strategies to ensure effective teaching and learning practices. | | | | |
| **Actions** | Implement effective induction and PL for new staff in RVPS Reading and Maths instructional models.  Develop a comprehensive professional learning plan that targets the school improvement priorities. Introduce consistent instructional models and expectations for the teaching of Writing. Coaching of teachers in teaching reading, maths and writing. Use Practice Principle 1: High expectations for every student promote intellectual engagement and awareness Implementation of HITS: 1. Setting goals, 2. Structuring lessons, and 3. Explicit Teaching to build practice excellence, promote best practice and consistency across the school. Staff professional development on the Practice Principles and HITS  Introduce whole school process for using Google docs collaboratively for planning and assessment purposes. | | | | |
| **Outcomes** | Observations of practice show all staff effective in using the instructional models for Reading, Maths and Writing. Higher outcomes in student achievement of Reading, Writing and Maths as measured by Victorian Curriculum Teacher capacity to teach and assess Writing across the school will be increased and consistent. Consistency in best practice across the school - planning documentation, delivering a differentiated curriculum and moderation across the school. HITS will be evidenced in classroom programs through observations of practice. | | | | |
| **Success Indicators** | Improved student learning outcomes in all curriculum areas. Reduced SATTS Experience of Bullying. Increased Collective Efficacy in SSS outcomes. Maintain POS General Satisfaction and School Connectedness results from 2018. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Observations of practice to be conducted early in term 2 and term 3. | | 🗹 PLT Leaders  🗹 School Improvement Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 3 | $4,000.00  🗹 Equity funding will be used |
| Professional learning provided in Practice Principles, Writing, Reading and Maths | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| AP and LT to provide coaching across P-6 to develop consistent teaching practices. | | 🗹 Assistant Principal  🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Collaborative planning undertaken by teachers using Google Docs. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $500.00  🗹 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

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| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $50,000.00 | 0.00 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $50,000.00 | $0.00 |

Activities and Milestones

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| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Professional Learning Program developed and implemented throughout the year. PL includes Writing, HITS and Practice Principles. | from: Term 1  to: Term 4 |  | $3,000.00 | $3,000.00 |
| Coaching, professional development, induction support and mentoring timetabled across the school. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT  🗹 Support services | $10,000.00 | $5,000.00 |
| Whole school is using Google docs for planning and assessment purposes. | from: Term 1  to: Term 4 |  | $500.00 | $500.00 |
| Documentation and implementation of whole school process of Literacy and Numeracy teaching and learning practices. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT | $2,000.00 | $2,000.00 |
| Instructional model for the teaching of Writing established and consistent throughout the school. | from: Term 1  to: Term 4 |  | $2,000.00 |  |
| All students have learning goals to achieve within a set timeframe. | from: Term 1  to: Term 4 |  | $2,000.00 | $2,000.00 |
| Positive, effective behaviour management practices in place throughout the school. Berry Street consultant provides PL and consult feedback. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 Support services | $4,000.00 | $4,000.00 |
| Anti-bullying strategies, eg E-smart and cyber-safety, are included in each term's learning programs. Outsourced provider eg Bully Busters provide incursion for students. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Support services | $5,000.00 | $5,000.00 |
| Teachers use rubrics to support student self-evaluation and self-assessment | from: Term 2  to: Term 4 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE) | $2,000.00 | $2,000.00 |
| Observations of practice to be conducted early in term 2 and term 3. | from: Term 2  to: Term 3 | 🗹 CRT | $4,000.00 | $4,000.00 |
| Professional learning provided in Practice Principles, Writing, Reading and Maths | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $5,000.00 | $5,000.00 |
| AP and LT to provide coaching across P-6 to develop consistent teaching practices. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $10,000.00 | $10,000.00 |
| Collaborative planning undertaken by teachers using Google Docs. | from: Term 1  to: Term 4 | 🗹 School-based staffing | $500.00 | $500.00 |
| **Totals** | | | $50,000.00 |  |

Additional Equity spend

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| **Outline here any additional Equity spend for 2019** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| **Totals** | | | $0.00 | $0.00 |

**Professional Learning and Development Plan**

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Professional Learning Program developed and implemented throughout the year. PL includes Writing, HITS and Practice Principles. | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Coaching, professional development, induction support and mentoring timetabled across the school. | 🗹 Assistant Principal  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Peer observation including feedback and reflection  🗹 Demonstration lessons | 🗹 Whole School Pupil Free Day  🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Whole school is using Google docs for planning and assessment purposes. | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Moderated assessment of student learning  🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Documentation and implementation of whole school process of Literacy and Numeracy teaching and learning practices. | 🗹 All Staff  🗹 Curriculum Co-ordinator (s)  🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Literacy Leaders  🗹 Departmental resources  Practice Principles HITS Pedagogical Model Literacy & Numeracy Portals Victorian Curriculum | 🗹 On-site |
| Instructional model for the teaching of Writing established and consistent throughout the school. | 🗹 Literacy Leader  🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Whole School Pupil Free Day | 🗹 Internal staff  🗹 Literacy Leaders | 🗹 On-site |
| All students have learning goals to achieve within a set timeframe. | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Literacy Leaders  🗹 Departmental resources  Practice Principles High Impact teaching Strategies | 🗹 On-site |
| Positive, effective behaviour management practices in place throughout the school. Berry Street consultant provides PL and consult feedback. | 🗹 All Staff  🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Peer observation including feedback and reflection  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting  🗹 Regional Leadership Conferences | 🗹 Internal staff  🗹 External consultants  Berry Street Education Model Consultant | 🗹 On-site |
| Teachers use rubrics to support student self-evaluation and self-assessment | 🗹 All Staff  🗹 School Improvement Team | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Design of formative assessments  🗹 Student voice, including input and feedback | 🗹 Professional Practice Day  🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 Departmental resources  Practice Principles HITS | 🗹 On-site |
| Observations of practice to be conducted early in term 2 and term 3. | 🗹 PLT Leaders  🗹 School Improvement Team  🗹 Teacher(s) | from: Term 2  to: Term 3 | 🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection  🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Departmental resources  Literacy & Numeracy Portals HITS | 🗹 On-site |
| Professional learning provided in Practice Principles, Writing, Reading and Maths | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection | 🗹 Communities of Practice | 🗹 Internal staff  🗹 Departmental resources  Practice Principles HITS | 🗹 On-site |
| AP and LT to provide coaching across P-6 to develop consistent teaching practices. | 🗹 Assistant Principal  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 🗹 Preparation  🗹 Curriculum development  🗹 Demonstration lessons | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 Internal staff  🗹 Bastow program/course | 🗹 On-site |
| Collaborative planning undertaken by teachers using Google Docs. | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Design of formative assessments | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Literacy Leaders | 🗹 On-site |