

2018 Annual Implementation Plan

for improving student outcomes

Ivanhoe Primary School (2436)



Submitted for review by Mark Kent (School Principal) on 15 January, 2018 at 05:26 PM

Endorsed by Silvana Sena (Senior Education Improvement Leader) on 21 February, 2018 at 04:49 PM

Endorsed by Tracey Cox (School Council President) on 23 February, 2018 at 03:28 AM

Self-evaluation Summary - 2018

Ivanhoe Primary School (2436)

	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	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	<p>The mid-cycle process has allowed for the Leadership Team, the School Implementation Team and staff to make practical judgements around implementation and growth based on data. We have gathered enough evidence to temperature check our progress against the current Strategic Plan. The 2016 School Review allowed all staff to be included in the process. While we celebrated success it was with a critical eye to school improvement that highlight areas of concern that we would focus our attention on. The FISO provided us with the tools to scaffold the development of our 2017 – 2020 School Strategic Plan. The A.I.P has enabled us to focus of specific areas Initiatives: Notably: Excellence in Teaching and Learning and Positive Climate for learning.</p> <p>Seeking out professional development for our teams on Data Literacy (BASTOW) introducing Performance and Development Planning encompassing all Education Support Staff, Building our Community of Practice specifically Curiosity and Powerful Learning. Building teacher observation of practice through coaching. The Student Attitudes to School Survey data confirmed the focus areas of our AIP have been set correctly. For example: Student voice and agency, teacher concern and stimulated learning. All of which sits within Excellence in Teaching and Learning and Positive Climate for learning.</p>
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Considerations for 2019	With three classes of Year 6 leaving and an additional class of Foundation Students arriving the school continues to feel the enrolment pressure on a small footprint in terms of playground space and classroom building. IPS does not have the capacity to deal with an ever growing enrolment. Many teachers are part-time and many are in support roles. There may well be a need to refocus talents and have more grade share positions. We have determined that IPS will move to 28 grades from 25 this year due to the nature of the enrolment for 2018.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Ivanhoe Primary School (2436)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
All students to be literate, numerate and curious learners.	<ul style="list-style-type: none"> By 2020 90% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Reading. By 2020 90% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Writing. 	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. By end of 2018 87% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Reading. By end of 2018 87% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Spelling. By end of 2018 82% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Numeracy.	Building practice excellence

	<ul style="list-style-type: none"> • By 2020 85% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Numeracy. • By 2020 85% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Reading. • By 2020 85% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Writing. • By 2020 85% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Numeracy. 		<p>By end of 2018 82% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Reading.</p> <p>By end of 2018 82% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Writing.</p> <p>By end of 2018 82% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Numeracy.</p>	
<p>Build a consistent instructional practice in Literacy and Numeracy of every teacher. To develop a curriculum for Numeracy and Literacy learning domains that reflect Victorian Curriculum.</p>	<ul style="list-style-type: none"> • Strategic and Professional Learning teams will use data to inform teaching practice and identify areas of focus. • Use of data to improve student outcomes will 	Yes	<p>By the end of 2018 relative growth in NAPLAN between Year 3 and Year 5 has increased by 3% for 'Medium' and 'High' Bands Strategic and Professional Learning teams will develop team goals in response areas of focus identified by data. These goals will be reflected in Performance & Development</p>	Curriculum planning and assessment

	be clearly evident in PLTs.		documentation and actioned in line with the DET Literacy and Numeracy Strategy, The HITS and C&PL.	
All students to be engaged, connected and make positive contributions to the development of the whole school community.	<ul style="list-style-type: none"> School values are embedded in school policies and practices. 	Yes	<p>To achieve the student Attitudes to School Survey Teacher Concern measures above 81% and above the state median score. (increase of 5%)</p> <p>To achieve the student Attitudes to School Survey Stimulated Learning measures above 85% and above the state median score. (increase of 5%)</p>	Setting expectations and promoting inclusion
Empower students through approaches that provide them with a greater voice in decisions that affect their school experience.	<ul style="list-style-type: none"> Development of a student code of conduct by students. 	Yes	To achieve the student Attitudes to School Survey Student Voice and Agency measures above 75% and above the state median score. (increase of 7%)	Empowering students and building school pride
All students to be resilient and display behaviors and attitudes that reflect the school values.	<ul style="list-style-type: none"> Whole of school approach to student management consistently implemented in every classroom. 	Yes	To achieve the student Attitudes to School Survey Motivation and Interest measures above 86% and above the state median score. (increase of 5%)	Setting expectations and promoting inclusion

Ensuring students have the tools, skills and modelling to enable them to develop positive and self-regulating behaviours	<ul style="list-style-type: none"> Whole of school approach to student management consistently implemented in every classroom. 	Yes	To achieve the student Attitudes to School Survey Non-experience of Bullying measures below 13% and below the state median score. (decrease of 5%)	Empowering students and building school pride
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Improvement Initiatives Rationale
Building Practice Excellence: Using data, assessment and shared pedagogical approaches to build consistent teacher practice to improve outcomes for all students. Empowering students and building school pride: Development of a whole school approach to health, wellbeing, inclusion and engagement and creating meaningful opportunities for Student Voice and Agency.

Goal 1	All students to be literate, numerate and curious learners.
12 month target 1.1	<p>By end of 2018 87% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Reading. By end of 2018 87% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Spelling. By end of 2018 82% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Numeracy.</p> <p>By end of 2018 82% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Reading. By end of 2018 82% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Writing. By end of 2018 82% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Numeracy.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop and embed a whole school instructional model, designed to move each student to the next point on the appropriate learning continuum, and incorporating effective evidence-based instructional practices that work, in every classroom.
KIS 2	Build and monitor a whole school approach to Professional Learning Teams (PLTs).

KIS 3	Implement the fundamental components of Curiosity and Powerful Learning model.
Goal 2	Build a consistent instructional practice in Literacy and Numeracy of every teacher. To develop a curriculum for Numeracy and Literacy learning domains that reflect Victorian Curriculum.
12 month target 2.1	By the end of 2018 relative growth in NAPLAN between Year 3 and Year 5 has increased by 3% for 'Medium' and 'High' Bands Strategic and Professional Learning teams will develop team goals in response areas of focus identified by data. These goals will be reflected in Performance & Development documentation and action-ed in line with the DET Literacy and Numeracy Strategy, The HITS and C&PL.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Build teachers' knowledge and skill in using data to plan and teach for student growth in Literacy and Numeracy, with an emphasis on higher achieving students
KIS 2	Use the HITS, C&PL and the DET Literacy and Numeracy Strategy to build a consistent instructional practice in Literacy and Numeracy of every teacher.

Goal 3	All students to be engaged, connected and make positive contributions to the development of the whole school community.
12 month target 3.1	To achieve the student Attitudes to School Survey Teacher Concern measures above 81% and above the state median score. (increase of 5%) To achieve the student Attitudes to School Survey Stimulated Learning measures above 85% and above the state median score. (increase of 5%)
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	

KIS 1	Provide opportunities for all students to build their leadership capabilities. Further develop whole school strategies that focus on student engagement and voice in learning.
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Goal 4	Empower students through approaches that provide them with a greater voice in decisions that affect their school experience.
12 month target 4.1	To achieve the student Attitudes to School Survey Student Voice and Agency measures above 75% and above the state median score. (increase of 7%)
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Build school and teacher capacity to undertake whole school approaches to enhance students' resilience, optimism, confidence, and social and emotional skills based on the school values.
KIS 2	Develop a whole school strategy to increase student engagement and voice in learning.

Goal 5	All students to be resilient and display behaviors and attitudes that reflect the school values.
12 month target 5.1	To achieve the student Attitudes to School Survey Motivation and Interest measures above 86% and above the state median score. (increase of 5%)
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Reviewing of the transition program and make adjustments to ensure students are academically and emotionally prepared for their next stage of their schooling.
KIS 2	Develop and embed a whole school instructional model, designed to move each student to the next point on the appropriate learning continuum, and incorporating effective evidence-based instructional practices that work, in every classroom.

Goal 6	Ensuring students have the tools, skills and modelling to enable them to develop positive and self-regulating behaviours
12 month target 6.1	To achieve the student Attitudes to School Survey Non-experience of Bullying measures below 13% and below the state median score. (decrease of 5%)
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Provide professional learning opportunities for teachers to build their understanding of positive classroom behaviour.
KIS 2	Developing a code of (or codes of) conduct for staff, students and parents that emphasizes respectful behaviors that highlights and examples our school values.

Define Evidence of Impact and Activities and Milestones - 2018

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12 month target 1.1	<p>By end of 2018 87% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Reading. By end of 2018 87% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Spelling. By end of 2018 82% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Numeracy.</p> <p>By end of 2018 82% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Reading. By end of 2018 82% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Writing. By end of 2018 82% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Numeracy.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Develop and embed a whole school instructional model, designed to move each student to the next point on the appropriate learning continuum, and incorporating effective evidence-based instructional practices that work, in every classroom.

<p>Actions</p>	<p>Continue active involvement with Banyule/Darebin School Network CPL forums. IPS pedagogical framework documentation in English and Mathematics clearly articulates how student learning is organised, taught and assessed ensuring consistent teaching and learning protocols across all levels. Documentation will be produced outlining CPL Instructional Models and Models of Practice. Facilitate School based Professional Development on Models of Practice Embedding Models of Practice into teaching and Learning across levels and curriculum areas.</p> <ul style="list-style-type: none"> • Cooperative groups • Inquiry approach • Concept attainment • Whole grade teaching <p>As per GANTT chart Maintain school's current approach to teaching against CPL Models of Practice and Theories of Action</p> <ul style="list-style-type: none"> • Challenging Learning Tasks • Higher Order Questions <p>Continue implementation of structured peer observation schedule and opportunities for professional discussions around effective practice and feedback. Ensure links clearly connect to Performance Development Plans.</p> <p>HITS linked to C&PL The HITS and Literacy and Numeracy Strategy addressed in school wide PD plan The HITS / C&PL and the Literacy and Numeracy Strategy</p> <p>Digital Learning Technologies Specific (Below)</p> <p>Distribute new cybersafety and Acceptable User Agreement DLT induction provided for new and returning staff Review of DLT PLT Terms of Reference Audit of new release of code.org lesson resources to ensure alignment and progression throughout Years F-6. Professional Development for staff on new code.org courses and resources and setting up students with usernames and password within teacher portal.</p>
<p>Evidence of impact</p>	<p>Student learning will be sequential and scaffolded across the school. Students will show growth as measured by formal and informal sources of data. Student survey results indicated growth in</p> <ul style="list-style-type: none"> • Teacher concerns • Motivation and Interest / Stimulated Learning • Student Voice and Agency

	<p>Teachers can articulate and implement Models of Practice consistently. Students know what they are learning and why. Through feedback students are aware of how they are going and where they are going next. Teams have explored and trialed Challenging Learning Tasks and Higher Order Questions in teaching programs. Completed PDP plans clearly demonstrate implementation of Peer Observations and Professional discussions.</p> <p>Digital Learning Technologies Specific (Below)</p> <p>All students have returned signed consent forms. No form returned, no digital access for student. All staff have the skills to use the following programs;</p> <ul style="list-style-type: none"> - Public server (staff & student) - Edumail Outlook - Notebook Nomination (staff laptop) - Oz Ticket System - Accelerus Reporting - Biblioteque > Library - Office 365 <p>DLT PLT role clarification evident in terms Terms of Reference and endorsed by school leadership team Students and teacher have access to identified coding resources and materials for their respective year levels All students have access to and are using code.org coding courses as part of their DLT learning</p>
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Facilitate a PD session early in Term 1 for new/ returning staff Terms of Reference evaluated and ratified at first PLT Team meeting Leadership Team and Whole School staff to participate in Banyule/Darebin School Network CPL Forums. Enhancement of teacher practice by engaging in CPL Professional Learning Opportunities. Whole school orientation and exploration with Models of practice through professional reading, school led PD activities, peer</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used

<p>observations. Engaging with experts across curriculum areas. Carmel Small – writing - curriculum day KAGAN - to be organised Create opportunity for Teams to revisit a Unit of Work and trial it as an Inquiry based unit.</p>				
<p>As per GANTT chart orientate staff in:</p> <ul style="list-style-type: none"> • Challenging Learning Tasks • Higher Order Questions <p>Peer observation focus/goal identified for PDP Peer observation cycle implemented. Share development and delivery of revised units - inquiry units – across teams and staff through meeting schedule. Narrative and Pace, Learning Intentions are routinely implemented in teachers' programs. Teachers' are beginning to use data collected to focus and direct teaching practice. Teaching teams have planned and trialed an Inquiry unit of work. Teaching and Learning protocols are incorporated as part of the School Start Up Program. Teaching and Learning Protocols are clearly displayed in all classrooms around the school.</p>	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<p>Implement the fundamental components of Curiosity and Powerful Learning model.</p>	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
<p>Routine implementation of Models of Practice including learning intentions, narrative and pace. Planning and delivering effective teaching and learning in English and Mathematics, at Ivanhoe Primary school is clearly documented at whole school and year levels. This documentation will articulate the schools instructional practices and teaching and learning protocols.</p>	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Digital learning Technologies Specific</p> <p>Form to be distributed and discussed during classroom start up programs across the school. Facilitate a PD session early in Term 1 for new/ returning staff. Terms of Reference evaluated and ratified at first PLT Team meeting. code.org resources are aligned to Victorian Curriculum standards for DLT. All teachers are able to set up code.org for use with their students and know how to use and navigate the application.</p>	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
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Goal 1	All students to be literate, numerate and curious learners.
12 month target 1.1	<p>By end of 2018 87% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Reading. By end of 2018 87% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Spelling. By end of 2018 82% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Numeracy.</p> <p>By end of 2018 82% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Reading. By end of 2018 82% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Writing. By end of 2018 82% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Numeracy.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build and monitor a whole school approach to Professional Learning Teams (PLTs).
Actions	<p>Establish Strategic Teams/PLT with appointed Curriculum Leaders and cross level representation. Strategic Teams to establish clear Terms of Reference. Strategic Team Leaders to work with curriculum leaders to develop annual action plans. Curriculum Leaders to create Teaching and Learning documentation. (Theories of Action and Models of Practice included) Audit/Review Assessment Schedule Continue to target PD opportunities to build capacity of team and curriculum leadership. Encourage use of Learning Walks as a tool for developing a culture of cohesion across the school. Peer Observations established - participation as evidence of practice clear in Performance and Development</p>

Evidence of impact	Strategic Teams are active within the school in building a cohesive approach in the development and reviewing of programs that continue to provide improved student outcomes. Participation in peer observation program documented as once strategy for developing a whole school approach to Professional Learning Teams.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Strategic teams structures have been adapted to facilitate priority areas of action Terms of Reference for Strategic teams produced.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Action plans for English and Mathematics completed in term one. Assessment schedule reviewed, modified if needed for 2018 and implemented.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Scheduled opportunities are provided during the after reporting periods to analyse, review student assessment data, and highlight areas of focus.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PD opportunities shared across staff and staff supported, where possible, to attend relevant leadership PD.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	All students to be literate, numerate and curious learners.	
12 month target 1.1	By end of 2018 87% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Reading. By end of 2018 87% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Spelling. By end of 2018 82% of Year 3 students are achieving at Bands 4,5 and 6 or above in NAPLAN Numeracy.	
	By end of 2018 82% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Reading. By end of 2018 82% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Writing. By end of 2018 82% of Year 5 students are achieving at Bands 6,7 and 8 or above in NAPLAN Numeracy.	

FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	Implement the fundamental components of Curiosity and Powerful Learning model.			
Actions	<p>Contact Kagan and organise Professional Development session(s).</p> <p>Network Meetings and PD including twilight sessions and collegiate visits organised with other CPL Schools</p> <p>Introduce and explore Models of Practice. Revise one or more Units of work, per level, to include / highlight / trial specific Models of Practice. Consolidate and further embed Peer Observation procedures.</p> <p>Maintain focus of Theories of Action:</p> <ul style="list-style-type: none"> • Narrative and Pace • Learning Intentions <p>Implement Theory of Action:</p> <ul style="list-style-type: none"> • Connecting feedback to data. • Inquiry approach <p>Start Up program updated version to include: Teaching and Learning Protocols.</p>			
Evidence of impact	<p>Professional Development measured by staff trailing the Theories of Action (ToA) in their teaching programs and evidenced in the Performance and Development Process.</p> <p>Professional dialogue has taken place around the exploration and trialling of Inquiry units of work.</p> <p>Teachers are able to articulate and implement these two Theories of Action.</p> <p>Teachers are beginning to implement these two Theories of Action.</p> <p>Teams have reflected on and evaluated trialled unit of work for refinement.</p> <p>Students and Teachers have a clear understanding of expectations for Teaching and Learning at IPS.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Kagan PD sessions booked for after school – refer meeting/PD schedule.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Narrative and Pace, Learning Intentions are routinely implemented in teachers' programs. Teachers' are beginning to use data collected to focus and direct teaching practice.				
Teaching teams have planned and trialled an Inquiry unit of work. Teaching and Learning protocols are incorporated as part of the School Start Up Program. Teams revisit a Unit of Work and trial it as an Inquiry based unit. Resulting in shared development and delivery of revised units - inquiry units – across teams and staff through meeting schedule.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Teaching and Learning Protocols are clearly displayed in all classrooms around the school.	Teacher(s)	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Build a consistent instructional practice in Literacy and Numeracy of every teacher. To develop a curriculum for Numeracy and Literacy learning domains that reflect Victorian Curriculum.
12 month target 2.1	By the end of 2018 relative growth in NAPLAN between Year 3 and Year 5 has increased by 3% for 'Medium' and 'High' Bands Strategic and Professional Learning teams will develop team goals in response areas of focus identified by data. These goals will be reflected in Performance & Development documentation and action-ed in line with the DET Literacy and Numeracy Strategy, The HITS and C&PL.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Build teachers' knowledge and skill in using data to plan and teach for student growth in Literacy and Numeracy, with an emphasis on higher achieving students
Actions	Teachers routinely use evidence of students learning data to evaluate the effectiveness of current teaching practice and diagnose future directions. Strategic Team Leaders to coach professional learning communities (year group teams: (F-2, 3 /4, 5/6) to determine an area of focus, a data set to gather information on and devise a team goals for PDPs. <ul style="list-style-type: none"> • English • Maths • DLT

	Regular moderation activities to ensure and develop consistency across teacher judgement. Build on the Data Literacy BASTOW Professional Development that the Leadership Team worked through and lead the development of develop Literacy and Numeracy School Wide Action Plans that reference the goals of the Strategic Plan and the Key Implementation Strategies (KIS) of the Annual Implementation Plan.			
Evidence of impact	Teachers ability and confidence to use data to inform planning is enhanced. Through improved data literacy and development of rich assessment tasks teachers are better at identifying students with higher abilities. Evidence of differentiated learning will be occurring in classes with student feedback indicating this is the case.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teams are developing the use of rich assessment tasks and other forms of assessment to: Guide and inform teacher planning Assess student growth Measure teacher effectiveness Consolidate use of concrete and hands on materials to support teaching and learning tasks. Ongoing review of school and level data to reflect, review and develop our school's curriculum and teacher practice to ensure the best possible student growth.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Level teams have identified an area of focus and constructed a Data Literacy team goal which is identified in PDP plans.	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Build a consistent instructional practice in Literacy and Numeracy of every teacher. To develop a curriculum for Numeracy and Literacy learning domains that reflect Victorian Curriculum.
12 month target 2.1	By the end of 2018 relative growth in NAPLAN between Year 3 and Year 5 has increased by 3% for 'Medium' and 'High' Bands Strategic and Professional Learning teams will develop team goals in response areas of focus identified by data. These goals will be

	reflected in Performance & Development documentation and action-ed in line with the DET Literacy and Numeracy Strategy, The HITS and C&PL.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 2	Use the HITS, C&PL and the DET Literacy and Numeracy Strategy to build a consistent instructional practice in Literacy and Numeracy of every teacher.			
Actions	<p>Teachers routinely use evidence of students learning data to evaluate the effectiveness of current teaching practice and diagnose future directions.</p> <p>Strategic Team Leaders to coach professional learning communities (year group teams: (F-2, 3 /4, 5/6) to determine an area of focus, a data set to gather information on and devise a team goals for PDPs.</p> <ul style="list-style-type: none"> • English • Maths • DLT <p>Regular moderation activities to ensure and develop consistency across teacher judgement. Time tabled year level planning and moderation.</p> <p>PD provided to staff on best practice Literacy and Numeracy teaching including the HITs and other DET initiatives. Literacy and Numeracy Action Plans developed and strategies for differentiation evident in planning documents.</p>			
Evidence of impact	Teams are developing the use of rich assessment tasks to guide planning and monitor student growth Level and individual class data will reflect growth evidenced by change in teacher practice.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teams are developing the use of rich assessment tasks and other forms of assessment to: Guide and inform teacher planning Assess student growth Measure teacher effectiveness Consolidate use of concrete and hands on materials to support teaching and learning tasks.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Review of summative assessment data for English and Mathematics complete. Evaluation of On Demand testing to determine its effectiveness for differentiation planning. Exploring the options for migrating data from Accelerus to COMPASS	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Introduction of EAL reporting using the DET preferred templates ensuring accurate assessment of EAL students across all three literacy domains.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	All students to be engaged, connected and make positive contributions to the development of the whole school community.
12 month target 3.1	To achieve the student Attitudes to School Survey Teacher Concern measures above 81% and above the state median score. (increase of 5%) To achieve the student Attitudes to School Survey Stimulated Learning measures above 85% and above the state median score. (increase of 5%)
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Provide opportunities for all students to build their leadership capabilities. Further develop whole school strategies that focus on student engagement and voice in learning.
Actions	Further develop student voice / agency and leadership roles across the school. Reassessing of Peer Leader roles. Continue to extend responsibilities for House Captains within the school, eg. student led events such as assemblies Explore scope to expand leadership / student voice and agency across the school. Explore fundraising / sponsorship Opportunities for Grade 6 students to attend leadership workshop/ conference. Refine feedback surveys that provide students with an opportunity for giving teachers feedback through focus groups. Explore opportunities for further involvement of school leaders to deliver / present information to school, eg. Special events, sustainability. Consolidate and modify process for student setting and reviewing personal learning goals, eg. HOM, class expectations

	Variety of whole school incursions, activity days, cultural events, eg. Science, Book Week, ANZAC, Sports			
Evidence of impact	<p>All student leadership positions filled Junior School Council meetings held regularly with active student participation All classroom will have teacher expectations clearly displayed Teachers and student are clear on expectations. Student feedback demonstrates that they have benefitted from 1 day forum focussing on Leadership Internal surveys conducted twice a year provide evidence of growth and impact on planning. Data collected analysed to identify trends and future areas of focus Student leaders actively engage and lead a variety of activities across the school. Student Action Plans include personal goals that are aligned to school values. Students immersed in a rich, engaging and diverse program of learning across curriculum areas. Newly designed certificates aligned with School's Values issued as part of Star of the Week.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Election of House Captains Election of Environmental Leaders School based clubs developed Peer Leaders established Student leading events /and comntributing to assemblies Students from Level 1 – 6 are represented on Junior School Council</p>	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
<p>Engagement of students through focus groups have provided feedback. Student leaders organise information and present to the school community to introduce special days and whole school activities. Create opportunity for Teams to revisit a Unit of Work and trial it as an Inquiry based unit. A range of whole school activities and events evident across the school year</p>	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>

Explore redesigning and alignment of certificates, utilising parent involvement and student input.				
Start-Up Program - includes development of teacher and students expectations in classrooms. Goal setting is worked through during the Start Up program and embedded in student learning programs throughout the year	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Attendance by Grade 6 leaders at Leadership workshop enabled through successful sponsorship requests.	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 4	Empower students through approaches that provide them with a greater voice in decisions that affect their school experience.
12 month target 4.1	To achieve the student Attitudes to School Survey Student Voice and Agency measures above 75% and above the state median score. (increase of 7%)
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Build school and teacher capacity to undertake whole school approaches to enhance students' resilience, optimism, confidence, and social and emotional skills based on the school values.
Actions	<p>Development of a whole school project to highlight the school values Continue to survey random focus groups. PD Day – CASEA School values</p> <ul style="list-style-type: none"> • Visual aid – introduced • Explicitly taught – unpacked • Referenced in lessons • Modelled and embedded in classrooms and everyday interaction <p>Cross age buddy grades allocated for full year. (F –3) (4 - 6) Schoolwide Cyber Safety and Acceptable User Agreement implemented; F -6</p>
Evidence of impact	<p>Greater staff awareness of CASEA. Elements of CASEA program evident across the school. Increased visibility of School Values evident across the school.</p>

	Clear links introduced and established between School's Values and Student Recognition Program. Awareness of School Values are demonstrated through Students actions and behaviour.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
4-6 Survey introduced to students in Term 1 Foundation – 2 surveys conducted in Semester 2	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Start Up program at the beginning of the year introduces school values to all students. Teacher planning incorporates explicit teaching of school values. All grades know their buddy grade and arrange times to come together throughout the year.	Teaching and Learning Coordinator	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
CASEA program introduced to whole staff through professional development day.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 4	Empower students through approaches that provide them with a greater voice in decisions that affect their school experience.
12 month target 4.1	To achieve the student Attitudes to School Survey Student Voice and Agency measures above 75% and above the state median score. (increase of 7%)
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Develop a whole school strategy to increase student engagement and voice in learning.
Actions	Refine feedback surveys that provide students with an opportunity for giving teachers feedback through focus groups. Explore opportunities for further involvement of school leaders to deliver / present information to school, eg. Special events, sustainability. Consolidate and modify process for student goal setting and reviewing personal learning goals, eg. HOM, class expectations Areas to trial an inquiry unit of work.

	Variety of whole school incursions, activity days, cultural events, eg. Science, Book Week, ANZAC, Sports Further refine Star of the Week procedures and certificates			
Evidence of impact	Internal surveys conducted twice a year. Data collected analysed to identify trends and future areas of focus Student leaders actively engage and lead a variety of activities across the school. Student Action Plans include personal goals that are aligned to school values Students immersed in a rich, engaging and diverse program of learning across curriculum areas. Newly designed certificates aligned with School's Values issued as part of Star of the Week.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Student focus groups have provided feedback on engagement. Student leaders organise information and present to the school community to introduce special days and whole school activities. A range of whole school activities and events evident across the school year take in to account student voice.	Student(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal setting is worked through during the Start Up program and embedded in student learning programs throughout the year. Year levels explore redesigning and alignment of certificates, utilising parent involvement and student input. (taking into account the You Can Do it and Habits of Mind programs.	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 5	All students to be resilient and display behaviors and attitudes that reflect the school values.
12 month target 5.1	To achieve the student Attitudes to School Survey Motivation and Interest measures above 86% and above the state median score. (increase of 5%)
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Reviewing of the transition program and make adjustments to ensure students are academically and emotionally prepared for their next stage of their schooling.

Actions	Implement updated Transition Program <ul style="list-style-type: none"> • Buddies • Transition • Surveys • Handover Activities to promote successful transition at key stages during the year. Meet The Teacher interviews scheduled to focus on student transition. Theories of Action to develop a common understanding of teaching and learning protocols at each year level. Introduction of Year Level and Specialist information evenings in Term 1.			
Evidence of impact	Survey data shows that students are transitioning successfully between year levels. (ATSS and student forums / Junior School Council) Parent Opinion Survey General Satisfaction indicators increase from 5.75 to 6 on a seven-point scale.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All staff understand and participate in the IPS Transition program. Students and teachers work with buddy grades throughout the year.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Transition of students to the next year level through organised lunches, visits to classrooms and meet the teacher.	Student(s)	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Meet the Teacher interviews scheduled in Term 1. Information Evenings are scheduled in Term 1. Parent / teacher interviews in Term 3.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
A common understanding of the adopted You Can Do IT and Habits of Mind programs are communicated beyond the classroom to the community across a variety of platforms.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 5	All students to be resilient and display behaviors and attitudes that reflect the school values.			
12 month target 5.1	To achieve the student Attitudes to School Survey Motivation and Interest measures above 86% and above the state median score. (increase of 5%)			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 2	Develop and embed a whole school instructional model, designed to move each student to the next point on the appropriate learning continuum, and incorporating effective evidence-based instructional practices that work, in every classroom.			
Actions	<p>Continue to survey random focus groups. PD Day – CASEA School values</p> <ul style="list-style-type: none"> • Visual aid – introduced • Explicitly taught – unpacked • Referenced in lessons • Modelled and embedded in classrooms and everyday interaction <p>Cross age buddy grades allocated for full year. (F –3) (4 - 6) Schoolwide Cyber Safety and Acceptable User Agreement implemented; F -6</p>			
Evidence of impact	<p>Greater staff awareness of CASEA. Elements of CASEA program evident across the school. Increased visibility of School Values evident across the school. Clear links introduced and established between School's Values and Student Recognition Program. Awareness of School Values are demonstrated through Students actions and behaviour.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
4-6 Survey introduced to students in Term 1 / 2 Foundation – 2 surveys conducted in Semester 2 CASEA program introduced to whole staff through professional development day. Start Up program at the beginning of the year introduces school values to all students.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Teacher planning incorporates explicit teaching of school values. All grades know their buddy grade and arrange times to come together throughout the year.				
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Goal 6	Ensuring students have the tools, skills and modelling to enable them to develop positive and self-regulating behaviours			
12 month target 6.1	To achieve the student Attitudes to School Survey Non-experience of Bullying measures below 13% and below the state median score. (decrease of 5%)			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	Provide professional learning opportunities for teachers to build their understanding of positive classroom behaviour.			
Actions	<p>Observation of teachers' use of classroom management strategies incorporated into Peer Observation cycle.</p> <p>Consolidate and modify strategies to support students in dealing with other students who demonstrate challenging behaviours.</p> <p>Establish a PD Wellbeing focus for staff, students and whole school community.</p> <p>Ensure balance in class structures to support students' in relation to learning and behavioural issues.</p> <p>Teachers continue to develop an understanding of students learning, social and emotional needs of each students prior to commencement of the year.</p> <p>School based professional development budget to allow for opportunities related to PD activities.</p> <p>Team teaching opportunities</p> <p>Cross age and within in team teaching to model positive classroom routines and behaviours.</p>			
Evidence of impact	<p>Enhancement of teacher practice by engaging in peer observations and sharing thinking through profesional discussion at meetings and in forums.</p> <p>Teachers' understanding of positive classroom behaviours has been enhanced through a variety of professional learning opportunities.</p> <p>The incidence students receiving detentions / time outs decreases.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Teacher buddies established and peer observations relating to classroom management practice are evident as part of teachers' PDPs. PD opportunities shared across staff and staff supported, where possible, to attend relevant PD.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
CASEA professional development day. Social Skills Development Professional Learning. Classroom management professional learning.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Room 3 and 4 Collaboration Space used as open team teaching space in anticipation for new learning building in 2019.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 6	Ensuring students have the tools, skills and modelling to enable them to develop positive and self-regulating behaviours
12 month target 6.1	To achieve the student Attitudes to School Survey Non-experience of Bullying measures below 13% and below the state median score. (decrease of 5%)
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Developing a code of (or codes of) conduct for staff, students and parents that emphasizes respectful behaviors that highlights and examples our school values.
Actions	<p>Observation of teachers' use of classroom management strategies incorporated into Peer Observation cycle.</p> <p>Consolidate and modify strategies to support students in dealing with other students who demonstrate challenging behaviours.</p> <p>Establish a PD Wellbeing focus for staff, students and whole school community.</p> <p>Ensure balance in class structures to support students' in relation to learning and behavioural issues.</p> <p>Teachers continue to develop an understanding of students learning, social and emotional needs of each students prior to commencement of the year.</p> <p>School based professional development budget to allow for opportunities related to PD activities.</p> <p>Team teaching opportunities</p> <p>Cross age and within in team teaching to model positive classroom routines and behaviours.</p>

Evidence of impact	Enhancement of teacher practice by engaging in peer observations. Teachers' understanding of positive classroom behaviours has been enhanced through professional learning opportunities and classroom practice.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teacher buddies established and peer observations are recorded as evidence in Performance and Development documents PD opportunities shared across staff and staff supported, where possible, to attend relevant PD. CASEA professional development day. Handover at the end of the year. Multi Purpose Room and Rooms 3 and 4 set up as Foundation team teaching spaces in anticipation for new learning building in 2019.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Ivanhoe Primary School (2436)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Facilitate a PD session early in Term 1 for new/ returning staff Terms of Reference evaluated and ratified at first PLT Team meeting Leadership Team and Whole School staff to participate in Banyule/Darebin School	All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Network CPL Forums. Enhancement of teacher practice by engaging in CPL Professional Learning Opportunities. Whole school orientation and exploration with Models of practice through professional reading, school led PD activities, peer observations. Engaging with experts across curriculum areas. Carmel Small – writing - curriculum day KAGAN - to be organised Create opportunity for Teams to revisit a Unit of Work and trial it as an Inquiry based unit.</p>				<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Carmel Small – writing	
<p>PD opportunities shared across staff and staff supported, where possible, to attend relevant leadership PD.</p>	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
<p>Kagan PD sessions booked for after school – refer meeting/PD schedule. Narrative and Pace, Learning</p>	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Kagan	<input checked="" type="checkbox"/> On-site

Intentions are routinely implemented in teachers' programs. Teachers' are beginning to use data collected to focus and direct teaching practice.				<input checked="" type="checkbox"/> Network Professional Learning		
Introduction of EAL reporting using the DET preferred templates ensuring accurate assessment of EAL students across all three literacy domains.	Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants EAL schools and relevant experts	<input checked="" type="checkbox"/> Off-site School Visits
CASEA program introduced to whole staff through professional development day.	Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants CASEA DET Initiative	<input checked="" type="checkbox"/> On-site
Student focus groups have provided feedback on engagement. Student leaders organise information and present to the school community to introduce special days and whole school activities. A range of whole school activities and events evident	Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

across the school year take in to account student voice.						
A common understanding of the adopted You Can Do IT and Habits of Mind programs are communicated beyond the classroom to the community across a variety of platforms.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
CASEA professional development day. Social Skills Development Professional Learning. Classroom management professional learning.	All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants CASEA team related to CAHMS through DET	<input checked="" type="checkbox"/> On-site
Teacher buddies established and peer observations are recorded as evidence in Performance and Development documents PD opportunities shared across staff and staff supported, where possible, to attend relevant PD. CASEA professional development day. Handover at the end of the year. Multi Purpose Room and Rooms 3 and 4 set up as Foundation team teaching spaces in anticipation for new learning building in 2019.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants CASEA CAMHS	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

Dimension 1

[2018 AIP 2017 Annual Self-Evaluation.pdf \(0.75 MB\)](#)

[DLT PLT Action Plan 2018.pdf \(0.26 MB\)](#)