

2018 Annual Implementation Plan

for improving student outcomes

Lardner and District Primary School (5393)



Submitted for review by Julie Kennedy (School Principal) on 05 December, 2017 at 01:10 PM
Endorsed by Deborah Harry (Senior Education Improvement Leader) on 18 December, 2017 at 04:34 PM
Endorsed by Kristy Rowse (School Council President) on 21 December, 2017 at 08:18 AM

Self-evaluation Summary - 2018

	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	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

Community engagement in learning	Building communities	Embedding
	Global citizenship	Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding

Enter your reflective comments	<p>A major focus on reading has proved successful this year. We documented pedagogical practice and this will continue to be implemented next year.</p> <p>A minor focus on writing this year has also been successful. Further development will be required in 2018.</p> <p>A major focus on numeracy is recommended for 2018 that will enable us to thoroughly analyse this area of the curriculum and attempt to improve numeracy outcomes.</p> <p>A focus on student voice and agency continues to be a priority.</p> <p>Teachers use some of the high impact teaching strategies in their programs but a focus on HITS would be desirable.</p>
Considerations for 2019	<ul style="list-style-type: none"> • A major focus on Mathematics based on the Bastow Leading Mathematics Course completed by Janice and Julie. • Continuation of our Reading program as it currently stands (but not an AIP focus). • Continuation and further development of VCOP & Big Write with an emphasis on scoring and moderation of writing tasks and documenting writing program (put into AIP but not a major focus). • Expanding teachers' repertoire of high impact teaching strategies so they become strong and embedded in teachers practice.

	<ul style="list-style-type: none"> • Further development of student voice and agency e.g. students giving feedback, students have greater choice and taking greater responsibility for their learning. • Further development of Classroom Observations and coaching. • Development of a strong, successful weekly or fortnightly PLC group (with three other schools).
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Lardner and District Primary School (5393)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
To continue to develop a guaranteed and viable curriculum from Foundation to Year 6, through effective collaboration which ensures that	<p><u>Student Attitudes to School survey</u></p> <p>The indicators for Learning Confidence, Stimulating Learning and Teacher Effectiveness in the Student Attitudes to School survey to show improvement each year (MAY) of the Strategic Plan to reach the State mean by 2020.</p> <p><u>Survey Monkey</u></p> <p>At the beginning and end of the year to determine the effectiveness in the student attitudes.</p>	Yes	The factor percentiles on the Attitudes to School Survey will increase from: Sense of Confidence – 2017 - 82.9 to	Building practice excellence

<p>learning outcomes for students are maximised.</p>			<p>2018 – 87.9 Stimulated Learning – 2017 – 95.9 to 2018 – 98.0 Teacher Effectiveness – 2017 – 73.5 to 2018 – 78.5</p> <p>Victorian Curriculum Teacher Judgments reflecting one year's learning growth for students will increase from: 2017 - 80% to 2018 - 100% (Non PSD)</p> <p>The percentage of students in the top three bands of NAPLAN for Reading and Writing in Year 3 and 5 will increase from: 2017 Reading Yr 3 50% to 2018 Reading Yr 3 60% 2017 Writing Yr</p>	
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			<p>3 75% to 2018 Writing Yr 3 85% 2017 Reading Yr 5 75% to 2018 Reading 90% 2017 Writing Yr 5 0% to 2018 Writing 80%</p>																																				
<p>To continue to develop school-wide assessment practices that ensure the effective tracking of the individual progress of each student and to inform planning to the point of need teaching.</p>	<p><u>TEACHER JUDGEMENTS</u> By the end of this Strategic Plan Teacher Judgements will reflect one year's growth for one year's learning for 80% of students.</p> <p><u>NAPLAN</u> To increase the percentages of student performance in NAPLAN by the end of this strategic plan.</p> <table border="1" data-bbox="376 871 1496 1150"> <thead> <tr> <th>Year Level</th> <th>NAPLAN</th> <th>Percentage Baseline</th> <th>2020 Target <i>excluding PSD</i></th> <th>Bands</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>Numeracy</td> <td>65%</td> <td>90%</td> <td>In top 3 bands</td> </tr> <tr> <td>Year 3</td> <td>Reading</td> <td>75%</td> <td>90%</td> <td>In top 3 bands</td> </tr> <tr> <td>Year 3</td> <td>Writing</td> <td>85%</td> <td>90%</td> <td>In top 3 bands</td> </tr> <tr> <td>Year 5</td> <td>Numeracy</td> <td>50%</td> <td>90%</td> <td>In top 3 bands</td> </tr> <tr> <td>Year 5</td> <td>Reading</td> <td>65%</td> <td>90%</td> <td>In top 3 bands</td> </tr> <tr> <td>Year 5</td> <td>Writing</td> <td>50%</td> <td>90%</td> <td>In top 3 bands</td> </tr> </tbody> </table> <p><u>ODT (On Demand Testing)</u> By the end of this Strategic Plan ODT results will reflect 90% of students achieving one year's growth for one year's learning.</p> <p><u>Staff Opinion Survey</u></p>	Year Level	NAPLAN	Percentage Baseline	2020 Target <i>excluding PSD</i>	Bands	Year 3	Numeracy	65%	90%	In top 3 bands	Year 3	Reading	75%	90%	In top 3 bands	Year 3	Writing	85%	90%	In top 3 bands	Year 5	Numeracy	50%	90%	In top 3 bands	Year 5	Reading	65%	90%	In top 3 bands	Year 5	Writing	50%	90%	In top 3 bands	<p>Yes</p>	<p>Victorian Curriculum Teacher Judgments reflecting one year's learning growth for students will increase from: 2017 - 80% to 2018 - 100% (Non PSD)</p> <p>The percentage of students in the top three bands of NAPLAN for Reading and Writing in Year 3 and 5 will increase from: 2017 Reading Yr 3 50% to 2018 Reading Yr 3 60%</p>	<p>Curriculum planning and assessment</p>
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	By the end of this Strategic Plan the indicator in the School Climate section of the School Staff survey for endorsing Guaranteed and Viable Curriculum on the School Climate Module to reach 80% or better by 2020.		2017 Writing Yr 3 75% to 2018 Writing Yr 3 85% 2017 Reading Yr 5 75% to 2018 Reading 90% 2017 Writing Yr 5 0% to 2018 Writing 80% The Staff Opinion for Guaranteed and Viable Curriculum will increase from 2017 –80% to 2018 – 85%	
To build a positive and collaborative culture within the school community based on trust, communication and the development of respectful relationships.	<u>Staff Opinion Survey</u> Principal/Teacher percentage endorsing Staff Trust in Colleagues on the School Climate Module of the Staff Opinion Survey to reach 80% or better by 2020.	No	The Staff Opinion Survey for Staff Trust in Colleagues will increase from 2017 – 66.59 to 2018 –71.59.	
To ensure that all resourcing decisions, personnel, facilities and programs,	<u>Staff Opinion Survey</u> Principal/Teacher percentage endorsing Leading Change and Cultural Leadership on the School Leadership Module of the Staff Opinion Survey to reach 75% or better by 2020.	No	2018 is the first year that this module will be selected for the staff survey.	

directly align with strategic learning priorities.			2018 target will be to establish baseline data for the school to build upon.	
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Improvement Initiatives Rationale
<p>We have chosen to focus on the following FISO High-Impact Improvement Initiatives (based on AIP, assessment of progress, and SSP. The decision to concentrate on Mathematics, HIT strategies, empowering student voice and agency and the consolidation of our approach to writing has been made using the interpretation of data and evidence and any issues identified through analysis of cohorts etc.)</p> <p>The school will use evidence based HIT strategies to review and evaluate our strengths and weaknesses. Strategies will then be used as part of our school improvement cycle to identify priorities for further development of teacher capacity that leads to improvements in student learning.</p> <p>Our intention is to build capacity in our teachers to view themselves as collaborative researchers and leaders in implementing quality Mathematics teaching and learning. Our current initiatives in writing are demonstrating a successful impact (data substantiated). Further consolidation of this program will support further advancements in teacher capacity and student learning.</p>

Goal 1	To continue to develop a guaranteed and viable curriculum from Foundation to Year 6, through effective collaboration which ensures that learning outcomes for students are maximised.
12 month target 1.1	<p>The factor percentiles on the Attitudes to School Survey will increase from:</p> <p>Sense of Confidence – 2017 - 82.9 to 2018 – 87.9 Stimulated Learning – 2017 – 95.9 to 2018 – 98.0 Teacher Effectiveness – 2017 – 73.5 to 2018 – 78.5</p> <p>Victorian Curriculum Teacher Judgments reflecting one year's learning growth for students will increase from: 2017 - 80% to 2018 - 100% (Non PSD)</p> <p>The percentage of students in the top three bands of NAPLAN for Reading and Writing in Year 3 and 5 will increase from:</p> <p>2017 Reading Yr 3 50% to 2018 Reading Yr 3 60% 2017 Writing Yr 3 75% to 2018 Writing Yr 3 85% 2017 Reading Yr 5 75% to 2018 Reading 90% 2017 Writing Yr 5 0% to 2018 Writing 80%</p>

FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	For PLT/PLC team to develop the skills, capabilities and confidence to understand, lead and support the learning of colleagues and to foster whole-school (cultural) change in the teaching and learning of mathematics.
KIS 2	Build the capacity of all staff to embed evidence-based high impact teaching strategies, particularly those that also encourage student agency and student voice.

Goal 2	To continue to develop school-wide assessment practices that ensure the effective tracking of the individual progress of each student and to inform planning to the point of need teaching.
12 month target 2.1	<p>Victorian Curriculum Teacher Judgments reflecting one year's learning growth for students will increase from: 2017 - 80% to 2018 - 100% (Non PSD)</p> <p>The percentage of students in the top three bands of NAPLAN for Reading and Writing in Year 3 and 5 will increase from: 2017 Reading Yr 3 50% to 2018 Reading Yr 3 60% 2017 Writing Yr 3 75% to 2018 Writing Yr 3 85% 2017 Reading Yr 5 75% to 2018 Reading 90% 2017 Writing Yr 5 0% to 2018 Writing 80%</p> <p>The Staff Opinion for Guaranteed and Viable Curriculum will increase from 2017 –80% to 2018 – 85%</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Implement and document agreed, consistent, evidence based pedagogical practice for the teaching of writing across the school.

Define Evidence of Impact and Activities and Milestones - 2018

Lardner and District Primary School (5393)

Goal 1	To continue to develop a guaranteed and viable curriculum from Foundation to Year 6, through effective collaboration which ensures that learning outcomes for students are maximised.
12 month target 1.1	<p>The factor percentiles on the Attitudes to School Survey will increase from: Sense of Confidence – 2017 - 82.9 to 2018 – 87.9 Stimulated Learning – 2017 – 95.9 to 2018 – 98.0 Teacher Effectiveness – 2017 – 73.5 to 2018 – 78.5</p> <p>Victorian Curriculum Teacher Judgments reflecting one year's learning growth for students will increase from: 2017 - 80% to 2018 - 100% (Non PSD)</p> <p>The percentage of students in the top three bands of NAPLAN for Reading and Writing in Year 3 and 5 will increase from: 2017 Reading Yr 3 50% to 2018 Reading Yr 3 60% 2017 Writing Yr 3 75% to 2018 Writing Yr 3 85% 2017 Reading Yr 5 75% to 2018 Reading 90% 2017 Writing Yr 5 0% to 2018 Writing 80%</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	For PLT/PLC team to develop the skills, capabilities and confidence to understand, lead and support the learning of colleagues and to foster whole-school (cultural) change in the teaching and learning of mathematics.
Actions	<p>Develop teachers knowledge and capacity as researchers and leaders of numeracy learning through working as a collaborative, highly effective PLT/PLC team.</p> <p>Through the PLT/PLC process, develop teachers capacity and understanding in numeracy- to gather, analyse and take action on data and evidence; and to collaboratively plan effective, differentiated teaching lessons, units and practices in order to improve student achievement in numeracy across the school.</p>
Evidence of impact	<p>Students will:</p> <p>Be able to articulate their attitudes, feelings, knowledge and understandings about their Mathematics teaching and learning (through school designed surveys) and there will positive change over the year.</p> <p>View Mathematics as a deep, thinking process rather than just rapid fire answers to sums.</p> <p>Show improvement in learning outcomes in Maths over the year.</p> <p>Demonstrate greater competence in constructing and solving problems.</p> <p>More deeply understand and self-assess their progress and be able to articulate what they need to learn next.</p>

	<p>Teachers will: Be able to articulate how their knowledge acquired as numeracy researchers supports their students to improve learning outcomes. Implement new numeracy approaches that will show improvement in learning outcomes for their students. Actively participate in Peer and Classroom Observations with colleagues, conducting regular observation and sharing reflective feedback to improve teacher practice.</p> <p>School Leaders will: Conduct regular observation of practice in the classroom, using a learning walk model to compare change in practice over the year. Meet regularly with staff to provide feedback on practice, adopting a coaching model to support improvement practice. Work alongside side staff as part of the PLT/PLC process to contribute to the learning of all staff and reinforce a focus on excellence and continuous improvement in the best interests of all students.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>As a PLT/PLC group: TEACHERS AS RESEARCHERS Conduct research – For example:</p> <ul style="list-style-type: none"> • What do great mathematical learners look like?; What does great mathematical teaching look like; What is it like to learn/teach maths in our school? • Examine mathematics teaching and learning through different lenses - international research, teachers and students. • How well are we guided by perspectives of our students – what needs to change for this to be stronger? (student voice and agency) 	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Evaluate learning and implications for practice from a range of PLC Readings and follow up professional dialogue.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Review a range of assessment data.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Agree on and implement a model for the structure/phases of numeracy (and other subject area) lessons (e.g. The Workshop Model, Instructional Model draft, GANAG)	All Staff	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Research the Mathematics proficiencies. • Analyse - As part of the PLT process staff will consider how well our current practices support and enable the four proficiencies? Future staff learning goals will be identified and lead to an action plan for future professional development.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Facilitate a presenter to present professional learning with staff on Problem Solving.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Explore and implement further strategies and approaches to improve numeracy learning outcomes.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Use Peer and Classroom observations for giving and receiving feedback and challenging and improving each other's numeracy practice.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To continue to develop a guaranteed and viable curriculum from Foundation to Year 6, through effective collaboration which ensures that learning outcomes for students are maximised.
12 month target 1.1	The factor percentiles on the Attitudes to School Survey will increase from: Sense of Confidence – 2017 - 82.9 to 2018 – 87.9 Stimulated Learning – 2017 – 95.9 to 2018 – 98.0 Teacher Effectiveness – 2017 – 73.5 to 2018 – 78.5 Victorian Curriculum Teacher Judgments reflecting one year's learning growth for students will increase from:

	<p>2017 - 80% to 2018 - 100% (Non PSD)</p> <p>The percentage of students in the top three bands of NAPLAN for Reading and Writing in Year 3 and 5 will increase from: 2017 Reading Yr 3 50% to 2018 Reading Yr 3 60% 2017 Writing Yr 3 75% to 2018 Writing Yr 3 85% 2017 Reading Yr 5 75% to 2018 Reading 90% 2017 Writing Yr 5 0% to 2018 Writing 80%</p>			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Build the capacity of all staff to embed evidence-based high impact teaching strategies, particularly those that also encourage student agency and student voice.			
Actions	Develop teacher knowledge and capacity to incorporate evidence based high impact strategies into classroom programs through collaborative planning, practice, reflection, shared observation and feedback.			
Evidence of impact	<p>Students will: Increasingly take ownership of their learning by articulating and monitoring their progress. Be empowered to influence their own learning by actively giving their input, opinions and ideas.</p> <p>Teachers will: Engage with the school improvement cycle in PLT/PLC groups and develop their capacity and understanding about HITs and the impact on student learning.</p> <p>Be able to demonstrate how specific HITs are built into their planning and integrated into daily classroom practice.</p> <p>Actively participate in regular Classroom Observation and sharing reflective feedback to improve teacher practice.</p> <p>School Leaders will: Conduct regular observation of practice in classroom, using a learning walk model to compare change in practice over the year. Meet regularly with staff to provide feedback on practice, adopting a coaching model to support improvement practice.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Utilising the HITs school improvement cycle our PLT and SIT will * diagnose classroom need * investigate a problem of practice * identify one or more of the HITS as a possible intervention * unpack discuss and model the strategies *collectively review them as part of classroom observations and coaching.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Using the data collected from the above strategy PLT/SIT will use HITs to consider how to engage students in learning and develop student agency and student voice and then implement these ideas in the classroom.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Building knowledge and skills in the use of high-impact teaching strategies is referenced in teacher Performance and Development Plans.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To continue to develop school-wide assessment practices that ensure the effective tracking of the individual progress of each student and to inform planning to the point of need teaching.
12 month target 2.1	Victorian Curriculum Teacher Judgments reflecting one year's learning growth for students will increase from: 2017 - 80% to 2018 - 100% (Non PSD) The percentage of students in the top three bands of NAPLAN for Reading and Writing in Year 3 and 5 will increase from: 2017 Reading Yr 3 50% to 2018 Reading Yr 3 60% 2017 Writing Yr 3 75% to 2018 Writing Yr 3 85% 2017 Reading Yr 5 75% to 2018 Reading 90% 2017 Writing Yr 5 0% to 2018 Writing 80% The Staff Opinion for Guaranteed and Viable Curriculum will increase from 2017 –80% to 2018 – 85%
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Implement and document agreed, consistent, evidence based pedagogical practice for the teaching of writing across the school.

Actions	Further develop teacher capacity and understanding of implementing and documenting an effective writing program, including the moderation and analysis of student data to plan for effective teaching and learning. (Whole year curriculum tracked)			
Evidence of impact	<p>Students will: Be able to demonstrate progressive improvement in Big Write and Cold Write samples. Be able to articulate their writing goals, how they know if they have successfully achieved them and what they will need to work on next.</p> <p>Teachers will: Confidently and accurately assess students writing against the Criterion Scale and identify next step learning for students as part of the whole school moderation process.</p> <p>Incorporate all aspects of VCOP, Big write and genre writing into their writing program.</p> <p>School Leaders will: Develop an inquiry linked, writing scope and sequence. Ensure that the pedagogical practice for the teaching and learning of writing is documented.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PLT rigorously analyse and build the capacity to moderate writing assessment and take follow up action in planning.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Create scope and sequence for writing that is tied into the Inquiry scope and sequence.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Consolidate the improvements made in writing by ensuring that existing staff continue to use and build upon their understandings and implementation of VCOP, Big Write and Cold Write. PLT processes and teacher mentors are used to induct new staff in how to implement the existing writing programs.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Existing staff to attend the second day of VCOP & Big Write training. New staff to attend Day One.				
Incorporate student voice (interests and needs) into the planning and teaching of writing. For example, giving ideas for Big Write and through self-directed writing tasks/activities.	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Lardner and District Primary School (5393)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>As a PLT/PLC group: TEACHERS AS RESEARCHERS Conduct research – For example:</p> <ul style="list-style-type: none"> What do great mathematical learners look like?; What does great mathematical teaching look like; What is it like to learn/teach maths in our school? Examine mathematics teaching and learning through different lenses - international research, teachers and students. How well are we guided by perspectives of our students – what needs to 	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<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"/> On-site

change for this to be stronger? (student voice and agency)						
Evaluate learning and implications for practice from a range of PLC Readings and follow up professional dialogue.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Research the Mathematics proficiencies. <ul style="list-style-type: none"> Analyse - As part of the PLT process staff will consider how well our current practices support and enable the four proficiencies? Future staff learning goals will be identified and lead to an action plan for future professional development. 	All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Facilitate a presenter to present professional learning with staff on Problem Solving.	Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Tony Flack (Bastow Presenter)	<input checked="" type="checkbox"/> On-site
Use Peer and Classroom observations for giving and receiving feedback and challenging and improving each other's numeracy practice.	All Staff	from: Term 2 to: Term 4	<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"/> Teaching partners	<input checked="" type="checkbox"/> On-site

<p>Utilising the HITs school improvement cycle our PLT and SIT will</p> <ul style="list-style-type: none"> * diagnose classroom need * investigate a problem of practice * identify one or more of the HITS as a possible intervention * unpack discuss and model the strategies * collectively review them as part of classroom observations and coaching. 	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Using the data collected from the above strategy PLT/SIT will use HITs to consider how to engage students in learning and develop student agency and student voice and then implement these ideas in the classroom.</p>	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Building knowledge and skills in the use of high-impact teaching strategies is referenced in teacher Performance and Development Plans.</p>	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>PLT rigorously analyse and build the capacity to moderate writing assessment and take follow up action in planning.</p>	All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Create scope and sequence for writing that is tied into the Inquiry scope and sequence.	School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Consolidate the improvements made in writing by ensuring that existing staff continue to use and build upon their understandings and implementation of VCOP, Big Write and Cold Write. PLT processes and teacher mentors are used to induct new staff in how to implement the existing writing programs. Existing staff to attend the second day of VCOP & Big Write training. New staff to attend Day One.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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