

# 2018 Annual Implementation Plan

for improving student outcomes

Rowellyn Park Primary School (5313)



Submitted for review by Kylie Tonizzo (School Principal) on 21 December, 2017 at 01:03 PM  
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 21 December, 2017 at 01:55 PM  
Endorsed by Andrea Goldsmith (School Council President) on 05 February, 2018 at 12:10 PM

## Self-evaluation Summary - 2018

Rowellyn Park Primary School (5313)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
Excellence in teaching and learning	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Emerging moving towards 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	Evolving
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving
Community engagement in learning	Building communities	Emerging
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Evolving
<b>Enter your reflective comments</b>	Our school has been identified as evolving in many of the FISO domains. We are working hard to develop our delivery of curriculum and have spent a great deal of time this year reviewing it. We know that data analysis is an area that we need to continue to develop in and the analysis of it. Providing AIP linked professional development is something that has been identified and the importance of observations and teacher feedback. Building our Leadership team will be an on going process due to leadership change and the capacity of the leaders we currently have. Student well being will continue	

	<p>to be an area that our school focuses on and the development of programs for students. The identification of students working above and below the level and cohort understanding will also become an important area of development for our leaders. Developing parent and community links will be a challenge however feedback opportunities for them may provide opportunities we have not thought of.</p>
<p><b>Considerations for 2019</b></p>	<ul style="list-style-type: none"> <li>* Development of Leadership team and abilities to coach staff and provide feedback.</li> <li>* Development of data collection and analysis skills in all staff.</li> <li>* Development of professional development that has a clear link to our AIP.</li> <li>* Developing student voice opportunities for a variety of students.</li> <li>* Providing parent involvement opportunities and feedback to parents.</li> <li>* Further development of community links and connections.</li> </ul>
<p><b>Documents that support this plan</b></p>	

# Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

Rowellyn Park Primary School (5313)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Create powerful adult learning culture which supports teacher collaboration and collective responsibility for student learning.	<b>Shared responsibility for student learning data.</b> Maintain or improve the following areas of the Staff Opinion Survey: Staff trust in colleagues. Teacher collaboration. Collective responsibility.	Yes	Staff trust in colleagues > 67.6% Teacher collaboration >56% Collective responsibility >74.3%	Building practice excellence
Build excellence in learning and teaching to impact on student learning growth.	Increase number of students in the top bands in NAPLAN. Increase the % of students operating in the medium to high relative growth bands from grade 3 - 5. 12 months growth in curriculum measures. 5% of each cohort have 18 months of learning in the academic year.	Yes	Increase or maintain the number of students achieving in the top 2 bands of NAPLAN. Yr 2017 Num - 34%    Read -40%    Writing - 17%    Spell - 32%    Gram - 42%  Increase the relative growth of students from grade 3 to grade 5. Area    Low    Medium    High 16    17    16    17    16    17 Reading        26%    20%    48% 47% 27% 33% Writing 28%    15%    54% 51% 18% 36% Spelling 24%    18%    51% 50% 25% 32% Gram.    35% 21% 49% 47% 16% 32% Num.        18% 15% 57% 51% 25% 34%	Curriculum planning and assessment

Improvement Initiatives Rationale
These initiatives have been selected as a focus after the completion of the FISO Continua of Practice Self-evaluation. In each of these area, we are emerging, moving towards evolving. Through staff feedback, these areas have also been identified as areas that the school need to focus on and develop. A focus on data analysis and the use of data to drive learning and teaching is a key area of improvement across all levels of the school.

<b>Goal 1</b>	Create powerful adult learning culture which supports teacher collaboration and collective responsibility for student learning.
<b>12 month target 1.1</b>	Staff trust in colleagues > 67.6% Teacher collaboration >56% Collective responsibility >74.3%
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Build capabilities of leadership teams to enhance the learning culture in the school.

KIS 2	Enhance the culture of adult learning.
KIS 3	School based professional learning.

<b>Goal 2</b>	Build excellence in learning and teaching to impact on student learning growth.																												
<b>12 month target 2.1</b>	<p>Increase or maintain the number of students achieving in the top 2 bands of NAPLAN. Yr 2017 Num - 34%    Read -40%    Writing - 17%    Spell - 32%    Gram - 42%</p> <p>Increase the relative growth of students from grade 3 to grade 5.</p> <table border="1"> <thead> <tr> <th>Area</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> <tr> <th></th> <th>16</th> <th>17</th> <th>16</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>20%</td> <td>48%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>15%</td> <td>54%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>18%</td> <td>51%</td> </tr> <tr> <td>Gram.</td> <td>35%</td> <td>21%</td> <td>49%</td> </tr> <tr> <td>Num.</td> <td>18%</td> <td>15%</td> <td>57%</td> </tr> </tbody> </table>	Area	Low	Medium	High		16	17	16	Reading	26%	20%	48%	Writing	28%	15%	54%	Spelling	24%	18%	51%	Gram.	35%	21%	49%	Num.	18%	15%	57%
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<b>FISO Initiative</b>	Curriculum planning and assessment																												
<b>Key Improvement Strategies</b>																													
KIS 1	Enhance whole school assessment practices.																												
KIS 2	Implement a range of high impact teaching strategies.																												
KIS 3	Establish deep content and curriculum knowledge.																												

## Define Evidence of Impact and Activities and Milestones - 2018

Rowellyn Park Primary School (5313)

<b>Goal 1</b>	Create powerful adult learning culture which supports teacher collaboration and collective responsibility for student learning.			
<b>12 month target 1.1</b>	Staff trust in colleagues > 67.6% Teacher collaboration >56% Collective responsibility >74.3%			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 1</b>	Build capabilities of leadership teams to enhance the learning culture in the school.			
<b>Actions</b>	<p>Development of clear leadership roles and expectations.</p> <p>Development of a Leadership professional development plan.</p> <p>Professional development provided to all Curriculum Leaders and Year Leaders in providing coaching and feedback to teaching staff.</p> <p>Professional development provided to Leadership team in whole school data analysis.</p> <p>Professional development provided to all staff in assessment tool development, data analysis and data discussions.</p> <p>Appointment of Literacy and Numeracy Leading Specialists.</p> <p>Development of Literacy and Numeracy Specialists responsibilities.</p> <p>Professional Development provided to Literacy and Numeracy Specialists through Bastow.</p> <p>Development of clear point-of-call document (flow chart) outlining leadership roles and responsibilities for staff.</p> <p>Development of Leadership implemented Induction Program and Mentoring Program.</p> <p>Development of whole-school meeting protocols.</p>			
<b>Evidence of impact</b>	<p>Evidence of coaching and feedback implementation.</p> <p>Evidence of data analysis and identification of areas of achievement and improvement in whole-school data (NAPLAN, PAT).</p> <p>Samples of Year level cohort data tracking in OneNote and evidence of discussion by all year levels.</p> <p>New program development or modifications in year levels based on data analysis.</p> <p>Samples of PLT, SIT and staff meeting agendas and minutes indicating professional discussions about assessment and data.</p> <p>Evidence of leadership roles and completion of leadership tasks.</p> <p>Evidence of Leadership/ Consultative agenda and minutes developed and completed by leadership team</p> <p>Evidence of a clear leadership professional development plan based on individual professional development goals for all school leaders.</p> <p>Documentation of Induction and Mentor program and observation notes.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Development of clear leadership roles and expectations.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of a Leadership professional development plan.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional development provided to all Curriculum Leaders and Year Leaders in providing coaching and feedback to teaching staff.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$4,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional development provided to Leadership team in whole school data analysis.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional development provided to all staff in assessment tool development, data analysis and data discussions.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Appointment of Literacy and Numeracy Leading Specialists. Development of Literacy and Numeracy Specialists responsibilities.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Development provided to Literacy and Numeracy Specialists through Bastow.				
Development of clear point-of-call document (flow chart) outlining leadership roles and responsibilities for staff.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of Leadership implemented Induction Program and Mentoring Program.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of whole-school meeting protocols.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	Create powerful adult learning culture which supports teacher collaboration and collective responsibility for student learning.			
<b>12 month target 1.1</b>	Staff trust in colleagues > 67.6% Teacher collaboration >56% Collective responsibility >74.3%			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 2</b>	Enhance the culture of adult learning.			
Actions	<p>Review and implement revised learning structures F - 6.</p> <p>Implementation of continued professional development and observations of Phonics/ MSL for grades Foundation to 4.</p> <p>Implementation of Phonics/ MSL Intervention program in grades 5 and 6.</p> <p>Provide professional development opportunities for our 7 Steps coaches to train and coach our grade 3 - 6 teachers in the teaching of writing.</p> <p>Purchase and professional development provided to all staff on Seven Steps online.</p> <p>Develop a writing scope and sequence with integrated NAPLAN assessment criteria to assist in writing assessment and moderation.</p> <p>Provide on going professional development in writing and the assessment of it against Vic Curriculum and Naplan.</p> <p>Develop resources to assist with the improvement of questioning skills and techniques used in guided/reciprocal reading.</p> <p>Development of a rotational classroom observation and feedback program for all classrooms.</p> <p>Formal Walk through and team observations completed once each term.</p> <p>Review and implement revised assessment schedule F - 6.</p> <p>Whole school professional development on assessment practices and data analysis (June, 8th).</p>			
Evidence of impact	<p>Evidence of consistent lesson structures used throughout each year level.</p> <p>Evidence of updated whole school lesson structures.</p> <p>Observational feedback.</p> <p>Completion of 7 Steps professional development sessions during staff meetings.</p> <p>Evidence of implementation of Seven Steps and Seven Steps online through professional discussions, planners and observations.</p> <p>Evidence of writing scope and sequence being used for planning and in planning documentation.</p> <p>Professional discussions in mixed teams focused on the teaching of writing and writing moderation.</p> <p>Writing samples assessed against new writing scope and sequence.</p> <p>Classroom observations and feedback reflecting the use of questioning during teacher lead reading sessions.</p> <p>Consistent implementation of year level assessment schedule implemented through term planning documents and work programs.</p> <p>Evidence each term of formal Walk- through and outcomes.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Review and implement revised learning structures F - 6.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Implementation of continued professional development and observations of Phonics/ MSL for grades Foundation to 4. Implementation of Phonics/ MSL Intervention program in grades 5 and 6.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Provide professional development opportunities for our 7 Steps coaches to train and coach our grade 3 - 6 teachers in the teaching of writing. Purchase and professional development provided to all staff on Seven Steps online.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a writing scope and sequence with integrated NAPLAN assessment criteria to assist in writing assessment and moderation. Provide on going professional development in writing and the assessment of it against Vic Curriculum and Naplan.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop resources to assist with the improvement of questioning skills and techniques used in guided/reciprocal reading.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of a rotational classroom observation and feedback program for all classrooms. Formal Walk through and team observations completed once each term.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review and implement revised assessment schedule F - 6.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	Create powerful adult learning culture which supports teacher collaboration and collective responsibility for student learning.			
<b>12 month target 1.1</b>	Staff trust in colleagues > 67.6% Teacher collaboration >56% Collective responsibility >74.3%			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 3</b>	School based professional learning.			
<b>Actions</b>	Development of whole-school PD plan. Introduction of classroom visits/observation structure and timetable with the provision of feedback. Development of individual professional development goals for all staff, that are reflected upon each term. Whole school professional development on assessment practices and data analysis (June, 8th). Whole school writing and grammar PD on curriculum day. Continue implementation of 'Let's Chat' and 'ABC Oral Language Program'. Staff meeting PD focussed on High Impact Teaching Strategies.			
<b>Evidence of impact</b>	Documentation of whole-school PD plan. Evidence of classroom observations and feedback. Sample individual staff PD plan. Documentation of network PD day. Documentation and resources from whole-school writing and grammar PD day. Evidence of continued implementation of 'Let's Chat' and 'ABC Oral Language Program'. Documents and resources used during HIT PD.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Development of whole-school PD plan.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Introduction of classroom visits/observation structure and timetable with the provision of feedback.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used



Development of individual professional development goals for all staff, that are reflected upon each term.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole school professional development on assessment practices and data analysis (June, 8th).	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Whole school writing and grammar PD on curriculum day.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue implementation of 'Let's Chat' and 'ABC Oral Language Program'.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff meeting PD focussed on High Impact Teaching Strategies.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$800.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Build excellence in learning and teaching to impact on student learning growth.																																			
<b>12 month target 2.1</b>	<p>Increase or maintain the number of students achieving in the top 2 bands of NAPLAN. Yr 2017 Num - 34%    Read -40%    Writing - 17%    Spell - 32%    Gram - 42%</p> <p>Increase the relative growth of students from grade 3 to grade 5.</p> <table border="1"> <thead> <tr> <th>Area</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td></td> <td>16</td> <td>17</td> <td>16</td> </tr> <tr> <td></td> <td>17</td> <td>16</td> <td>17</td> </tr> <tr> <td>Reading</td> <td>26%</td> <td>20%</td> <td>48%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>15%</td> <td>54%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>18%</td> <td>51%</td> </tr> <tr> <td>Gram.</td> <td>35%</td> <td>21%</td> <td>49%</td> </tr> <tr> <td>Num.</td> <td>18%</td> <td>15%</td> <td>57%</td> </tr> </tbody> </table>				Area	Low	Medium	High		16	17	16		17	16	17	Reading	26%	20%	48%	Writing	28%	15%	54%	Spelling	24%	18%	51%	Gram.	35%	21%	49%	Num.	18%	15%	57%
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<b>FISO Initiative</b>	Curriculum planning and assessment																																			
<b>Key Improvement Strategy 1</b>	Enhance whole school assessment practices.																																			
<b>Actions</b>	<p>Moderation teams developed to assist with writing assessment. Development of data tracking through OneNote. Identification of children working above and below, using cohort data. Fortnightly PLT to focus on data discussion and analysis. Continued networking through Communities of Practice teams. Whole school professional development on assessment practices and data analysis (June, 8th). Develop tracking of initial MSL cohort. Use of Rich Assessment Tasks and rubrics to assist with learning criteria and consistent teacher judgments.</p>																																			
<b>Evidence of impact</b>	<p>Samples of moderated writing. Evidence of data tracking through OneNote. Documentation of children working above and below the expected level. Minutes and agendas from COP meetings. Documentation of network PD day. Evidence of data tracking (MSL). Sample rubrics, RATs and unit planners for inquiry.</p>																																			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>																																

Moderation teams developed to assist with writing assessment.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of data tracking through OneNote.	Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$800.00 <input checked="" type="checkbox"/> Equity funding will be used
Identification of children working above and below, using cohort data.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,800.00 <input checked="" type="checkbox"/> Equity funding will be used
Fortnightly PLT to focus on data discussion and analysis.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continued networking through Communities of Practice teams.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Whole school professional development on assessment practices and data analysis (June, 8th).	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop tracking of initial MSL cohort.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Use of Rich Assessment Tasks and rubrics to assist with learning criteria and consistent teacher judgments.	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Build excellence in learning and teaching to impact on student learning growth.																												
<b>12 month target 2.1</b>	<p>Increase or maintain the number of students achieving in the top 2 bands of NAPLAN. Yr 2017 Num - 34%    Read -40%    Writing - 17%    Spell - 32%    Gram - 42%</p> <p>Increase the relative growth of students from grade 3 to grade 5.</p> <table border="1"> <thead> <tr> <th>Area</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td></td> <td>16</td> <td>17</td> <td>16</td> </tr> <tr> <td>Reading</td> <td>26%</td> <td>20%</td> <td>48%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>15%</td> <td>54%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>18%</td> <td>51%</td> </tr> <tr> <td>Gram.</td> <td>35%</td> <td>21%</td> <td>49%</td> </tr> <tr> <td>Num.</td> <td>18%</td> <td>15%</td> <td>57%</td> </tr> </tbody> </table>	Area	Low	Medium	High		16	17	16	Reading	26%	20%	48%	Writing	28%	15%	54%	Spelling	24%	18%	51%	Gram.	35%	21%	49%	Num.	18%	15%	57%
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<b>FISO Initiative</b>	Curriculum planning and assessment																												
<b>Key Improvement Strategy 2</b>	Implement a range of high impact teaching strategies.																												
<b>Actions</b>	<p>2018 HIT priorities:</p> <ul style="list-style-type: none"> <li>Lesson structures - implement revised learning structures.</li> <li>Explicit teaching - continued professional development on explicit teaching and complete observations and feedback.</li> <li>Questioning- improve questioning in guided/reciprocal reading.</li> <li>Differentiated teaching - continued professional development on differentiated teaching and complete observations and feedback.</li> <li>Setting goals - develop a goal setting structure for F - 2.</li> <li>Development of data tracking through OneNote.</li> <li>Identification of children working above and below, using cohort data.</li> <li>Fortnightly PLT to focus on data discussion and analysis.</li> </ul>																												
<b>Evidence of impact</b>	<p>Documentation of HITS PD.</p> <p>Samples of goal setting F- - 2.</p>																												

	Documentation of data tracking through OneNote. Documentation of students working above and below the expected level. Observation of classroom implementation.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Lesson structures - implement revised learning structures.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Explicit teaching - continued professional development on explicit teaching and complete observations and feedback.	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Questioning- improve questioning in guided/reciprocal reading.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Differentiated teaching - continued professional development on differentiated teaching and complete observations and feedback.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Setting goals - develop a goal setting structure for F - 2.	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of data tracking through OneNote.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Identification of children working above and below, using cohort data.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Fortnightly PLT to focus on data discussion and analysis.	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Build excellence in learning and teaching to impact on student learning growth.																												
<b>12 month target 2.1</b>	<p>Increase or maintain the number of students achieving in the top 2 bands of NAPLAN. Yr 2017 Num - 34%    Read -40%    Writing - 17%    Spell - 32%    Gram - 42%</p> <p>Increase the relative growth of students from grade 3 to grade 5.</p> <table border="1"> <thead> <tr> <th>Area</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td></td> <td>16</td> <td>17</td> <td>16</td> </tr> <tr> <td>Reading</td> <td>26%</td> <td>20%</td> <td>48%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>15%</td> <td>54%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>18%</td> <td>51%</td> </tr> <tr> <td>Gram.</td> <td>35%</td> <td>21%</td> <td>49%</td> </tr> <tr> <td>Num.</td> <td>18%</td> <td>15%</td> <td>57%</td> </tr> </tbody> </table>	Area	Low	Medium	High		16	17	16	Reading	26%	20%	48%	Writing	28%	15%	54%	Spelling	24%	18%	51%	Gram.	35%	21%	49%	Num.	18%	15%	57%
Area	Low	Medium	High																										
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Gram.	35%	21%	49%																										
Num.	18%	15%	57%																										
<b>FISO Initiative</b>	Curriculum planning and assessment																												
<b>Key Improvement Strategy 3</b>	Establish deep content and curriculum knowledge.																												
<b>Actions</b>	<p>Develop structures to ensure consistency in Grades F - 6 numeracy approach.</p> <p>Development of work programs that include learning intentions and success criteria and reflect the learning structures.</p> <p>Development of a writing genres scope and sequence F - 6.</p> <p>Inclusion of 'I Can' statements in all planners to assist with planning and teaching.</p> <p>Development of curriculum audit for literacy, numeracy and inquiry.</p>																												

Evidence of impact	Documentation of whole school numeracy structures. Samples work programs. Documentation of writing genre scope and sequence. Sample term planners involving 'I Can' statements. Sample curriculum audits.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop structures to ensure consistency in Grades F - 6 numeracy approach.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,200.00 <input type="checkbox"/> Equity funding will be used
Development of work programs that include learning intentions and success criteria and reflect the learning structures.	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of a writing genres scope and sequence F - 6.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Inclusion of 'I Can' statements in all planners to assist with planning and teaching.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of curriculum audit for literacy, numeracy and inquiry.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Rowellyn Park Primary School (5313)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Development of clear leadership roles and expectations.	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Development of a Leadership professional development plan.	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional development provided to all Curriculum Leaders and Year Leaders in providing coaching and feedback to teaching staff.	Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional development provided to Leadership team in whole school data analysis.	Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> SEIL	<input checked="" type="checkbox"/> On-site

Professional development provided to all staff in assessment tool development, data analysis and data discussions.	Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Appointment of Literacy and Numeracy Leading Specialists. Development of Literacy and Numeracy Specialists responsibilities. Professional Development provided to Literacy and Numeracy Specialists through Bastow.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Development of clear point-of-call document (flow chart) outlining leadership roles and responsibilities for staff.	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Development of Leadership implemented Induction Program and Mentoring Program.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Development of whole-school meeting protocols.	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review and implement revised learning structures F - 6.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of continued professional development and observations of Phonics/ MSL for grades Foundation to 4. Implementation of Phonics/ MSL Intervention program in grades 5 and 6.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Provide professional development opportunities for our 7 Steps coaches to train and coach our grade 3 - 6 teachers in the teaching of writing. Purchase and professional development provided to all staff on Seven Steps online.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop a writing scope and sequence with integrated NAPLAN assessment criteria to assist in writing assessment and moderation. Provide on going professional development in writing and the assessment of it against Vic Curriculum and Naplan.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Develop resources to assist with the improvement of questioning skills and techniques used in guided/reciprocal reading.	Assistant Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Development of a rotational classroom observation and feedback program for all classrooms. Formal Walk through and team observations completed once each term.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Review and implement revised assessment schedule F - 6.	Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Development of whole-school PD plan.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Introduction of classroom visits/observation structure and timetable with the provision of feedback.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Development of individual professional development goals for all staff, that are reflected upon each term.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Whole school professional development on assessment practices and data analysis (June, 8th).	Assistant Principal	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"/> Professional Practice Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site  Carrum Downs Secondary College
Whole school writing and grammar PD on curriculum day.	Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Continue implementation of 'Let's Chat' and 'ABC Oral Language Program'.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> Off-site

			<input checked="" type="checkbox"/> Moderated assessment of student learning			Neville Rowan centre
Staff meeting PD focussed on High Impact Teaching Strategies.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Moderation teams developed to assist with writing assessment.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Development of data tracking through OneNote.	Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Identification of children working above and below, using cohort data.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Fortnightly PLT to focus on data discussion and analysis.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Continued networking through Communities of Practice teams.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<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"/> Communities of Practice	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Whole school professional development on assessment practices and data analysis (June, 8th).	Assistant Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> Off-site  Carrum Downs Secondary College
Develop tracking of initial MSL cohort.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Curriculum development			
Use of Rich Assessment Tasks and rubrics to assist with learning criteria and consistent teacher judgments.	Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Lesson structures - implement revised learning structures.	Assistant Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Explicit teaching - continued professional development on explicit teaching and complete observations and feedback.	Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Questioning- improve questioning in guided/reciprocal reading.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Differentiated teaching - continued professional development on differentiated teaching and complete observations and feedback.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Setting goals - develop a goal setting structure for F - 2.	Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Development of data tracking through OneNote.	Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Identification of children working above and below, using cohort data.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Fortnightly PLT to focus on data discussion and analysis.	Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site



Develop structures to ensure consistency in Grades F - 6 numeracy approach.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Development of work programs that include learning intentions and success criteria and reflect the learning structures.	Sub School Leader/s	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Development of a writing genres scope and sequence F - 6.	Leading Teacher(s)	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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Inclusion of 'I Can' statements in all planners to assist with planning and teaching.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Development of curriculum audit for literacy, numeracy and inquiry.	Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<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

- [2017 TRIP NEW Lynden.docx \(0.34 MB\)](#)
- [4PS dec RPPS Whole School Spelling Assessment Grid.xlsx \(0.09 MB\)](#)
- [Chin 2016 Number and Algebra Assessment Grid.xlsx \(0.12 MB\)](#)
- [Semester One Team Goal - Rach.docx \(0.04 MB\)](#)
- [Semester One Team Goal Melissa Gibson.docx \(0.05 MB\)](#)

#### Dimension 2

- [English Assessment Schedule 2017.doc \(0.22 MB\)](#)
- [gr 1 English Planner Term 2 2017.docx \(0.06 MB\)](#)
- [Let's Build.docx \(0.09 MB\)](#)
- [Level 3 Maths Term 2 2017.docx \(0.06 MB\)](#)
- [Numeracy Assessment Schedule 2017.doc \(0.18 MB\)](#)

#### Dimension 3

- [Explicit Teaching Powerpoint.pptx \(3.04 MB\)](#)
- [explicit teaching statements Answers.docx \(0.02 MB\)](#)
- [Walk through grade 2.docx \(0.01 MB\)](#)

#### Dimension 4

- [English Assessment Schedule 2017.doc \(0.22 MB\)](#)
- [Foundation phonics lesson structure.docx \(0.02 MB\)](#)

[Numeracy Assessment Schedule 2017.doc \(0.18 MB\)](#)  
[Technology create a futuristic toy.docx \(0.01 MB\)](#)  
[Term 2 Foundation Reading Data.docx \(0.01 MB\)](#)