

# 2018 Annual Implementation Plan

## for improving student outcomes

Gladstone Views Primary School (5093)



Submitted for review by Catherine Morcom (School Principal) on 11 December, 2017 at 11:32 AM  
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 13 February, 2018 at 05:37 PM  
Endorsed by Andrew Cliff (School Council President) on 14 February, 2018 at 08:25 PM

# Self-evaluation Summary - 2018

Gladstone Views Primary School (5093)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Evolving
	Instructional and shared leadership	Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Emerging moving towards Evolving

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

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

<b>Enter your reflective comments</b>	<p><b>Building Practice Excellence</b> School based curriculum documentation underway, goals and targets support FISO priorities, professional learning aligned with FISO priorities, and staff work in teams taking collective responsibility for each cohort. Identified areas for improvement are; purposeful and effective use of data, explicit system for collaboration, observation and modeling, further documentation of curriculum, use of the High Impact teaching Strategies and input from students.</p> <p><b>Professional Leadership</b> School initiatives and goals aligned with FISO, aspirant leaders identified and provided with opportunities, School Improvement Team oversees and evaluates effectiveness of impact, PDP embedded and a consultative approach to decision making has been established. Identified areas for improvement are; collaboration using data, clear articulation of school vision and values and the development of the School Improvement Team.</p> <p><b>Positive Climate for Learning</b> Students have increasing opportunities to have input, a student leadership program has been established, wellbeing is a</p>
---------------------------------------	---

	<p>priority across the school and documentation of a school based approach to personal development has commenced, and professional development has been provided to all staff in regard to how students learn, how they react to situation and how to support the emotional development of students. Identified areas for improvement are; use of High Impact Teaching Strategies, and icit vision and values communicated to the community.</p> <p>Community Engagement in Learning          Opportunities are provided for families to be involved in learning and to celebrate individual achievements, teachers model fair and just processes for responding to conflict, links have been developed with local schools, and families are linked with services that can provide support. Identified areas for improvement; behaviour expectations nad responses, active citizenship and the development of individual goals for all students.</p>
<b>Considerations for 2019</b>	<p>High Impact Teaching Strategies.          Develop role of Teaching and Learning Coach.          Investigate current data practices and investigate effective use of data to improve student learning.          Establish an effecitve and postive model for observations.          Develop individual learning plans for all students.          Use Case Management System to address specific needs.          Continue work on neuroscience.</p>
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Gladstone Views Primary School (5093)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
			Outline what you want achieve in the next 12 months against your Strategic Plan target.	

<p>To maximise the literacy and numeracy outcomes of every student in the school.</p>	<p>Victorian Curriculum will show growth of at least 1.0 progression point per year in all areas of literacy.</p> <p>Greater alignment between teacher judgements (Victorian Curriculum) and NAPLAN data. No more than 0.5 difference in years 3 and 5.</p>	<p>No</p>		
	<p>The percentage of students achieving high growth on NAPLAN relative growth matched cohort reports to be at more than 40% in each area.</p> <p>The percentage of students achieving low growth on NAPLAN relative growth matched cohort reports to be at or less than 10% in each area.</p>	<p>Yes</p>	<p>The percentage of students assessed at medium or high growth (NAPLAN) from year 3 to 5 to increase as follows; Reading from 80% (2017) to 84% (2018). Writing from 93% (2017) to 97% (2018).</p> <p>The percentage of students assessed in the top two bands (NAPLAN Reading year five) to increase from 37% (2017) to 40% (2018).</p> <p>The percentage of students assessed in the bottom two bands (NAPLAN Reading</p>	<p>Evidence-based high-impact teaching strategies</p>

			year five) to decrease from 8% (2017) to 2.5% (2018).	
To enhance students' engagement by developing students' capacity to monitor and guide their own learning. For every student to reach their full potential in a safe, stimulating and evolving learning environment.	To maintain Student Opinion Survey scores at or above state and regional means in; Learning Confidence School Connectedness Stimulated Learning Student Motivation Teacher Effectiveness Teacher Empathy	Yes	The percentage of student agreement in Learning Confidence (Student Attitudes to School Survey) to increase from 83% (2016) and 80% (2017) to 86% (2018).	Intellectual engagement and self-awareness
To develop and optimise resources so that GVPS is a world class, inclusive and collaborative learning community.	To improve Parent Opinion Survey scores to at or above both the state and regional mean in the variables of; Student Safety, Stimulating Learning, Social Skills and Transitions.	No		
	To reduce unexplained absences to below the state mean and show evidence of decreasing late arrival data.	No		

### Improvement Initiatives Rationale

Evidence-based High Impact Teaching Strategies and Intellectual Engagement and Self-awareness have been selected as Improvement Initiatives for 2018 for the following reasons:

- # Self-evaluation against the Continua of Practice, and staff feedback in the Staff Opinion Survey and school based surveys, has identified a need to improve the purposeful and effective use of data and ensure effective practice through the use of high impact teaching strategies.
- # The School Performance Report rates medium to high growth from year 3 to 5 on NAPLAN as "renew" and the % of students in the top two bands (year 5) as 'stretch', indicating that these are areas that could be improved.
- # Stimulating Learning and Learning Confidence are both rated as 'stretch' on the School Performance Report, indicating room for improvement.
- # Arrangements are in place for team collaboration in regard to curriculum planning and curriculum documents are progressively being completed. With a substantial

amount of support material being generated by the DET the ST team have recommended a focus on 'how' the teaching is done more so that the 'what'. The High Impact Teaching Strategies and other teaching techniques will be explored to fill this need.

# Currently individual learning plans are developed for students below and above standard, and those with behavioural or social issues. To improve the learning outcomes of all students the SIT team have made the decision to use an individual student learning plan generator (based on the Craigieburn South Model).

The selected Improvement Initiatives have been discussed with the Senior Education Improvement Leader.

<b>Goal 1</b>	To maximise the literacy and numeracy outcomes of every student in the school.
<b>12 month target 1.1</b>	<p>The percentage of students assessed at medium or high growth (NAPLAN) from year 3 to 5 to increase as follows;            Reading from 80% (2017) to 84% (2018).            Writing from 93% (2017) to 97% (2018).</p> <p>The percentage of students assessed in the top two bands (NAPLAN Reading year five) to increase from 37% (2017) to 40% (2018).</p> <p>The percentage of students assessed in the bottom two bands (NAPLAN Reading year five) to decrease from 8% (2017) to 2.5% (2018).</p>
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategies</b>	
KIS 1	Develop teacher capacity in relation to The Education State High Impact Teaching Strategies. # Setting Goals # Explicit Teaching # Metacognitive Strategies
KIS 2	Improve data collection and analysis to inform teaching and learning.
KIS 3	Build teacher capability to differentiate through teaching techniques.
<b>Goal 2</b>	To enhance students' engagement by developing students' capacity to monitor and guide their own learning. For every student to reach their full potential in a safe, stimulating and evolving learning environment.

<b>12 month target 2.1</b>	The percentage of student agreement in Learning Confidence (Student Attitudes to School Survey) to increase from 83% (2016) and 80% (2017) to 86% (2018).
<b>FISO Initiative</b>	Intellectual engagement and self-awareness
<b>Key Improvement Strategies</b>	
KIS 1	Establish school based system for the development, documentation, review and communication of individual goals for all students.
KIS 2	Develop a comprehensive school based framework for the teaching of personal, social and learning skills.

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

Gladstone Views Primary School (5093)

<b>Goal 1</b>	To maximise the literacy and numeracy outcomes of every student in the school.
<b>12 month target 1.1</b>	<p>The percentage of students assessed at medium or high growth (NAPLAN) from year 3 to 5 to increase as follows;  Reading from 80% (2017) to 84% (2018).  Writing from 93% (2017) to 97% (2018).</p> <p>The percentage of students assessed in the top two bands (NAPLAN Reading year five) to increase from 37% (2017) to 40% (2018).</p> <p>The percentage of students assessed in the bottom two bands (NAPLAN Reading year five) to decrease from 8% (2017) to 2.5% (2018).</p>
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategy 1</b>	<p>Develop teacher capacity in relation to The Education State High Impact Teaching Strategies.</p> <ul style="list-style-type: none"> <li># Setting Goals</li> <li># Explicit Teaching</li> <li># Metacognitive Strategies</li> </ul>



Actions	Build the capacity of the Teaching and Learning coach to drive implementation of The High Impact Teaching Strategies. Develop teacher capacity to use The High Impact Teaching Strategies. Document use of The High Impact Teaching Strategies in planning and program records.			
Evidence of impact	Students will: # be able to explain strategies that help them learn.  Teachers will: # develop their understanding of The High Impact Teaching Strategies and use these in their teaching. # observe demonstration lessons with a focus on the High Impact Teaching Strategies.  Teaching and Learning Coach will: # complete relevant professional development. # provide professional development to staff in relation to The High Impact Teaching Strategies. # assist with team planning to document goal setting, explicit teaching and metacognitive strategies. # provide opportunities for teachers to observe good practice in relation to The High Impact Teaching Strategies.  Leaders will: # maintain a focus on The High Impact Teaching Strategies. # develop a role description for the teaching and learning coach. # provide resources to support teachers to develop their understanding of, and capacity to use, The High Impact Teaching Strategies.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Establish baseline data in relation to teachers' understanding and use of The High Impact Teaching Strategies to monitor impact.	Teaching and Learning Coordinator	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish baseline data in relation to students' understanding of strategies that help them learn to monitor impact.	Teaching and Learning Coordinator	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional development provided in relation to The High Impact Teaching Strategies (including provision of Teaching and Learning Coordinator) # Whole staff sessions # Team planning # Observations of good practice # Professional reading	Teaching and Learning Coordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Role description developed for Teaching and Learning Coach.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Teaching and Learning Coach to attend team planning to support implementation of The High Impact Teaching Strategies.	Teaching and Learning Coordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Team planning will include reference to goal setting, explicit teaching and metacognition.	Team Leader(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Resources provided to support teachers in their understanding and implementation of The High Impact Teaching Strategies.	Teaching and Learning Coordinator	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To maximise the literacy and numeracy outcomes of every student in the school.
<b>12 month target 1.1</b>	<p>The percentage of students assessed at medium or high growth (NAPLAN) from year 3 to 5 to increase as follows; Reading from 80% (2017) to 84% (2018). Writing from 93% (2017) to 97% (2018).</p> <p>The percentage of students assessed in the top two bands (NAPLAN Reading year five) to increase from 37% (2017) to 40% (2018).</p> <p>The percentage of students assessed in the bottom two bands (NAPLAN Reading year five) to decrease from 8% (2017) to 2.5% (2018).</p>

<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies			
<b>Key Improvement Strategy 2</b>	Improve data collection and analysis to inform teaching and learning.			
Actions	<p>Develop capacity of School Improvement Team members to determine valuable data sets, analyse data and use data with their teams to improve student learning outcomes.</p> <p>Review the validity and use of current data sets and introduce new assessments if required.</p> <p>Establish data analysis as a regular component of team planning.</p> <p>Introduce individual learning plans for all students.</p> <p>Develop staff understanding of evidence as data.</p>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li># complete specific and rigorous activities for the purpose of data collection.</li> <li># be made aware of their assessment results and be assisted to set goals for future improvement.</li> <li># be assisted to make their goals 'visible' and to review goals.</li> </ul> <p>School Improvement Team members will:</p> <ul style="list-style-type: none"> <li># review the validity of current data sets and investigate possible new assessments, focussing on evidence as data.</li> <li># establish data analysis as a regular part of team planning and lead teams through the process.</li> <li># participate in professional development to improve capacity to analyse and use data.</li> <li># monitor development of individual learning plans for all students within their cohort.</li> </ul> <p>Teaching and Learning Coach will:</p> <ul style="list-style-type: none"> <li># attend team planning to support the effective use of data in planning.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li># review the validity of current data sets and investigate possible new assessments, focussing on evidence as data.</li> <li># develop and monitor individual learning plans for all students within their class (classroom teachers).</li> <li># participate in professional development to improve capacity to analyse and use data.</li> <li># administer data collection activities and record data.</li> <li># assist students to set and review personal goals.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

Establish baseline data in relation to teachers': # ability to use data to improve student learning outcomes # current understanding of effective data sets # understanding of evidence as data	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Review current data sets and how the data is being used. Determine if current data sets can be used more effectively or if new data sets are required.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional development for School Improvement Team members in relation to data collection, analysis and use.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Data analysis is a regular component of team planning meetings with teachers supported by the Teaching and Learning Coach.	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Update the school assessment schedule to clearly document required data sets and outline use of each data set.	Teaching and Learning Coordinator	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To maximise the literacy and numeracy outcomes of every student in the school.
<b>12 month target 1.1</b>	The percentage of students assessed at medium or high growth (NAPLAN) from year 3 to 5 to increase as follows; Reading from 80% (2017) to 84% (2018). Writing from 93% (2017) to 97% (2018).  The percentage of students assessed in the top two bands (NAPLAN Reading year five) to increase from 37% (2017) to 40% (2018).  The percentage of students assessed in the bottom two bands (NAPLAN Reading year five) to decrease from 8% (2017) to 2.5% (2018).
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategy 3</b>	Build teacher capability to differentiate through teaching techniques.

Actions	Build teacher knowledge of neuroscience and use contemporary scientific research in teaching and learning. Develop teacher capacity in relation to effective teaching techniques. Document effective teaching techniques in school based planning. Use the case management system to provide differentiated support to students.			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li># receive needs based differentiation in their learning.</li> <li># further their understanding of how they learn.</li> </ul> <p>School Improvement Team members will:</p> <ul style="list-style-type: none"> <li># lead teams in the introduction of specific teaching techniques and monitor use in classrooms.</li> <li># organise the provision of professional development in relation to neuroscience.</li> <li># document the use of effective teaching techniques in planning.</li> <li># lead the use of the case management system within their teams.</li> </ul> <p>Teaching and Learning Coach will:</p> <ul style="list-style-type: none"> <li># provide professional development in relation to effective teaching techniques.</li> <li># support team leaders in the implementation of the case management system within their teams.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li># develop their understanding and effective use of neuroscience for planning and teaching.</li> <li># understand and use effective teaching techniques.</li> <li># document the use of effective teaching techniques in their planning.</li> <li># use the case management system to provide differentiated support to students.</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Establish baseline data in regard to teachers understanding and use of neuroscience and effective teaching techniques to monitor progress.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional development provided in regard to neuroscience and effective teaching techniques. # Provision of professional reading.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used

# Curriculum day with Andrew Fuller. # Whole staff sessions.				
Team leaders refer to neuroscience and effective teaching techniques and document work during planning sessions.	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Case management system implemented in teams.	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide teaching resources for classrooms to support implementation of brain based learning strategies.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To enhance students' engagement by developing students' capacity to monitor and guide their own learning. For every student to reach their full potential in a safe, stimulating and evolving learning environment.
<b>12 month target 2.1</b>	The percentage of student agreement in Learning Confidence (Student Attitudes to School Survey) to increase from 83% (2016) and 80% (2017) to 86% (2018).
<b>FISO Initiative</b>	Intellectual engagement and self-awareness
<b>Key Improvement Strategy 1</b>	Establish school based system for the development, documentation, review and communication of individual goals for all students.
Actions	Introduce the use of Individual Student Learning Plan Generator to develop ILPs for all students. Develop school processes for students to contribute to individual goal development, review of goals and communication of achievement to parents.
Evidence of impact	Students will: # develop and review individual goals. # know their goals and have goals visible in the classroom. # have an individual learning plan.  Assistant Principal will:

	<p># introduce and monitor the use of the Individual Learning Plan Generator.  # lead the SIT in the establishment of goals and strategies for use in the Individual Learning Plan Generator.  # provide professional development to staff in regard to the use of the Individual Learning Plan Generator.</p> <p>School Improvement Team members will:  # establish goals and strategies for use in the Individual Learning Plan Generator.  # monitor team use of the Individual Learning Plan Generator.</p> <p>Teaching and Learning Coach will:  # support teams in the use of the Individual Learning Plan Generator.</p> <p>Teachers will:  # assist students to develop, review and make goals visible.  # develop individual learning plans for all students and communicate plans to parents.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Goals and strategies for use in the Individual Learning Plan Generator established.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional development provided to staff in regard to use of the Individual Learning Plan Generator.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Individual learning plans developed for all children, plans communicated to parents and reviewed each semester (minimum).	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Team agreed processes in place for the development, review and 'making visible' of individual student goals.	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To enhance students' engagement by developing students' capacity to monitor and guide their own learning. For every student to reach their full potential in a safe, stimulating and evolving learning environment.			
<b>12 month target 2.1</b>	The percentage of student agreement in Learning Confidence (Student Attitudes to School Survey) to increase from 83% (2016) and 80% (2017) to 86% (2018).			
<b>FISO Initiative</b>	Intellectual engagement and self-awareness			
<b>Key Improvement Strategy 2</b>	Develop a comprehensive school based framework for the teaching of personal, social and learning skills.			
Actions	Review current school based framework and documentation for the teaching of personal, social and learning skills. Update and refine current school based framework and documentation for the teaching of personal, social and learning skills. Refresh focus on school values.			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li># know and understand the school values.</li> <li># receive explicit and sequential teaching in regard to personal, social and learning skills.</li> </ul> <p>School Improvement Team members will:</p> <ul style="list-style-type: none"> <li># contribute to the review of current documentation in regard to the teaching of personal, social and learning skills.</li> <li># contribute to the updating and refinement of a school based framework of the teaching of personal, social and learning skills.</li> <li># source the production of school based values posters.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li># contribute to the review of current documentation in regard to the teaching of personal, social and learning skills.</li> <li># contribute to the updating and refinement of a school based framework for the teaching of personal, social and learning skills.</li> <li># implement the teaching of personal, social and learning skills.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Profile of school values raised within the school. # Review of all values in Start Up program. # Continued focus on school values.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used



# Development and production of school based values posters (displayed throughout the school).				
Documentation of school based framework for the teaching of personal, social and learning skills.	Staff Development Coordinator	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Gladstone Views Primary School (5093)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional development provided in relation to The High Impact Teaching Strategies (including provision of Teaching and Learning Coordinator) # Whole staff sessions # Team planning # Observations of good practice # Professional reading	Teaching and Learning Coordinator	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Teaching and Learning Coach to attend team planning to support implementation of The High Impact Teaching Strategies.	Teaching and Learning Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> 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

Establish baseline data in relation to teachers': # ability to use data to improve student learning outcomes # current understanding of effective data sets # understanding of evidence as data	Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional development for School Improvement Team members in relation to data collection, analysis and use.	Assistant Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site  TBA
Data analysis is a regular component of team planning meetings with teachers supported by the Teaching and Learning Coach.	Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<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
Professional development provided in regard to neuroscience and effective teaching techniques. # Provision of professional reading. # Curriculum day with Andrew Fuller. # Whole staff sessions.	Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants  Andrew Fuller - neuroscience	<input checked="" type="checkbox"/> On-site

## Documents that support the plan

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