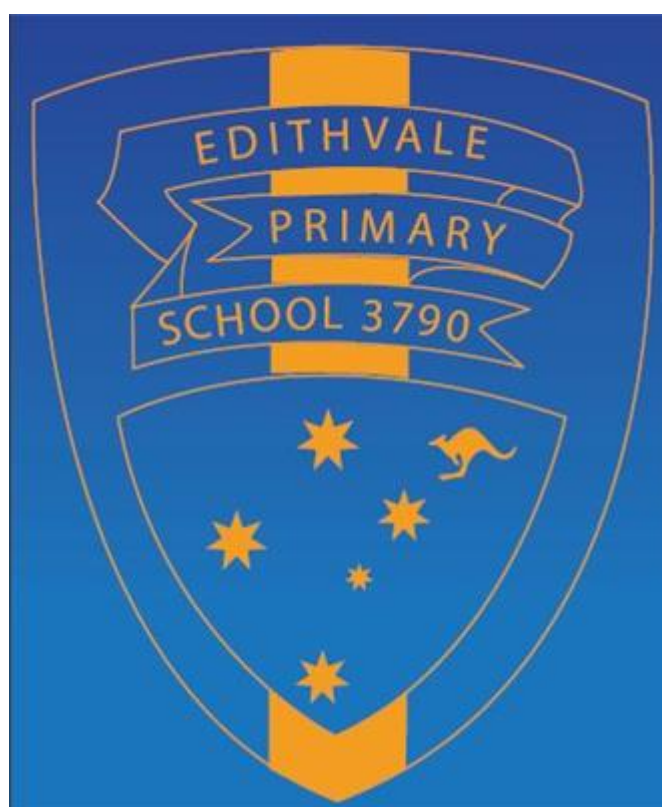


2018 Annual Implementation Plan

for improving student outcomes

Edithvale Primary School (3790)



Submitted for review by James Whitla (School Principal) on 14 November, 2017 at 09:15 AM

Endorsed by Jennifer McCrabb (Senior Education Improvement Leader) on 12 December, 2017 at 08:44 AM

Endorsed by Stephen Smith (School Council President) on 13 December, 2017 at 01:17 PM

Self-evaluation Summary - 2018

Edithvale Primary School (3790)

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

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

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

Enter your reflective comments	<p>Peer Obs/ CPL</p> <ul style="list-style-type: none"> - a range of collaborative group task have been embraced by teachers and students and have extended outside peer obs - having the time for this has made it work- e.g. time release for peer obs - distributing the leadership team amongst the triads was effective, gave leaders a chance to practise difficult conversation and share their wisdom. <p>Writing</p> <ul style="list-style-type: none"> - starting to see consistent practice with 7 Steps <p>Reading</p> <ul style="list-style-type: none"> - F & P conferences has improved whole school and has become more consistent <p>Maths</p> <ul style="list-style-type: none"> - resolve starting to scratch the surface towards the end of the year, there are now more lesson available and staff have access and are on board - top 20% - maths groups across year levels - - Mangahigh has been a positive inclusion. This has helped with extending top 20%
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	<p>Building Leadership Capacity</p> <ul style="list-style-type: none"> - PD has been beneficial - some staff have had a focus on leadership others on their areas (e.g. English) - PLT structure - larger teams for English and Maths has been positive, more support for the leaders <p>Positive climate for learning</p> <ul style="list-style-type: none"> - Wellbeing - a lot more structure this year - resilience program - lesson structure - resources available <p>ICT</p> <ul style="list-style-type: none"> - Timetabling has worked really well - easy process and ICT equipment has been used more - Junior iPad box - has worked really well - Inquiry intensive time - high demand for resources during this time.
<p>Considerations for 2019</p>	<p>Peer obs</p> <ul style="list-style-type: none"> - good way to trial and receive feedback on HITS - grouping of triads - mix of year levels and somebody new that you haven't been in a triad with yet - fit in with timetabling <p>Writing</p> <ul style="list-style-type: none"> - whole school writing planner - introduction of writer's notebook - linked to work on writing (Daily 5) - create a more holistic English program - using the programs we have - writing results to match our reading results - spelling - something has to be done - increase teacher capacity to teach spelling - how? what? when? - adjust spelling programs to suit the year level's needs <p>Reading</p> <ul style="list-style-type: none"> -early PD - to ensure F & P data is linking with conferences - where to next - PAT reading- triangulating the data to inform student goal setting - higher end readers above Z (F&P) <p>Maths</p> <ul style="list-style-type: none"> - making sure you are teaching to the data and trusting the data from the PAT maths - NAPLAN results - year 4's know which students got high scores in year 3 - to ensure they still get high growth in year 5 <p>NAPLAN</p> <ul style="list-style-type: none"> - professional practice days - data analysis at the start of the year - find the goals <p>Building leadership capacity</p> <ul style="list-style-type: none"> - When a leader goes to a PD - it would work best to go with another leader - so specific school situations can be discussed and brought back to the school with traction - PLTs - Wednesday meetings to keep part timers in the know - share English/Maths/PBI work being done - perhaps 2-3 a term <p>Positive climate for learning</p> <ul style="list-style-type: none"> - embed the resilience project - staff/student/parent workshops to occur early in term 1 - review values and link to 24 character strengths <p>ICT</p> <ul style="list-style-type: none"> - look into - the more time we are using the technology the better our use will be for the students - more integrated across

	the curriculum
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Edithvale Primary School (3790)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve student outcomes in Reading and Writing measured against Teacher Judgements, NAPLAN and other standardized testing	<ul style="list-style-type: none"> By the end of the review period NAPLAN data will show less than 25% of students were assessed with a low relative growth in Reading and Writing By the end of the review period Year 3 NAPLAN data will show the average % of students achieving in the top 2 Bands - Writing- 60% - Reading- 60% By the end of the review period Year 5 NAPLAN data will show the average % of students achieving in the top 2 Bands - Reading- 55% - Writing- 33% Teacher judgements and at least one set of norm referenced data will show each class demonstrated a year of learning growth in Reading Moderated teacher judgements demonstrate at least a year of learning growth in 	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>PAT and F and P growth 1.2 Years growth on average for each Year level -teacher judgement</p> <p>Less than 25% of students show low relative growth in Reading and Writing 2018 NAPLAN Year 3 & 5s in top 2 bands: Reading - 55% Writing - 50%</p>	Building practice excellence

	Writing.			
To improve Student Voice and Agency in their learning	Establish targets based on the Positive climate for learning – Student voice and agency factor Student voice and agency Percent Positive Response 2017 End of review period Year 4 87% 90% Year 5 67% 90% Year 6 79% 90% Average 78% 90%	Yes	Increase the levels of Student Agency and Voice as measured in SATS	Empowering students and building school pride
To improve student outcomes in Mathematics measured against Teacher Judgements, NAPLAN and other standardized testing	By the end of the review period NAPLAN data will show less than 25% of students were assessed with a low relative growth in Number and % of students achieving High NAPLAN growth will be 25% or more • By the end of the review period Year 3 NAPLAN data will show the average % of students achieving in the top 2 Bands - Numeracy- 50% • By the end of the review period Year 5 NAPLAN data will show the average % of students achieving in the top 2 Bands - Numeracy- 40%, . Teacher judgements and at least one set of norm referenced data will show each class demonstrated a year of learning growth in Mathematics.	Yes	Each year level will have an average growth of 1.2 years in Number and Algebra (PAT) and 0.6 years growth by May. NAPLAN % of students achieving : - Low growth will have reduced to 25% or less - High growth will be 25% or more - In the top 2 bands in Year 3 will be 40% and Year 5 25%	Building practice excellence

Improvement Initiatives Rationale

Providing all students with the skills, knowledge and dispositions they may need to be successful now, and in the future, is an imperative of all school systems. It is essential to identify and develop a shared understanding of what excellent teaching and learning practice looks like
The school has previously implemented a number of programs and strategies to specifically improve student learning outcomes in Reading, Writing and Mathematics.

Some of these strategies had a positive impact on outcomes; however, data currently available does not provide a clear picture that student outcomes in these learning areas had improved across all year levels. The 2017 Review panel identified a need to ensure strategies were consistently implemented across the school, to raise the level of data literacy to inform planning and teaching, and to evaluate the impact of these strategies on learning outcomes.

Goal 1	To improve student outcomes in Reading and Writing measured against Teacher Judgements, NAPLAN and other standardized testing
12 month target 1.1	PAT and F and P growth 1.2 Years growth on average for each Year level -teacher judgement Less than 25% of students show low relative growth in Reading and Writing 2018 NAPLAN Year 3 & 5s in top 2 bands: Reading - 55% Writing - 50%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Further develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data to inform planning and explicit teaching.
KIS 2	Build excellence in teaching and learning through embedding consistent whole school programs and practices in the teaching of English (Reading and Writing)

Goal 2	To improve Student Voice and Agency in their learning
12 month target 2.1	Increase the levels of Student Agency and Voice as measured in SATS
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	

KIS 1	Refine and implement a consistent approach to Project Based Inquiry learning and teaching.
Goal 3	To improve student outcomes in Mathematics measured against Teacher Judgements, NAPLAN and other standardized testing
12 month target 3.1	Each year level will have an average growth of 1.2 years in Number and Algebra (PAT) and 0.6 years growth by May. NAPLAN % of students achieving : - Low growth will have reduced to 25% or less - High growth will be 25% or more - In the top 2 bands in Year 3 will be 40% and Year 5 25%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Further develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data to inform planning and explicit teaching.
KIS 2	Build excellence in teaching and learning through embedding consistent whole school programs and practices in the teaching of Mathematics

Define Evidence of Impact and Activities and Milestones - 2018

Edithvale Primary School (3790)

Goal 1	To improve student outcomes in Reading and Writing measured against Teacher Judgements, NAPLAN and other standardized testing
12 month target 1.1	PAT and F and P growth 1.2 Years growth on average for each Year level -teacher judgement Less than 25% of students show low relative growth in Reading and Writing 2018 NAPLAN Year 3 & 5s in top 2 bands: Reading - 55%

	Writing - 50%			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Further develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data to inform planning and explicit teaching.			
Actions	Develop teacher capacity and understanding to review and analyse data by providing whole school professional learning to raise the level of data literacy Develop teacher capacity to effectively use student achievement data to inform planning and explicit teaching by providing professional learning Assessment schedule reviewed and implemented consistently			
Evidence of impact	<p>Students:</p> <ul style="list-style-type: none"> - work with teachers to seek and provide feedback to each other about their progress. - reflect on learning goals, progress and conduct self assessments. <p>Teachers:</p> <ul style="list-style-type: none"> - routinely use student learning data to diagnose their own development priorities as well as catering for student needs. They review actual changes in practice following formal professional learning programs, document the impact of new approaches and plan further improvements. - collaborate around processes such as peer observations, assessment mapping and moderation, enabling greater consistency of teacher judgements of student learning. - use student data to tailor their teaching and preference appropriate high- impact teaching strategies. <p>Leaders:</p> <ul style="list-style-type: none"> - The school routinely reviews its impact on students' progress and development, and incorporates findings into whole-school professional learning and school improvement plans. - The school prioritises assessment literacy and teachers have dedicated time to collaboratively build their capabilities. - Documented whole-school assessment strategies develop teachers' capabilities to use a range of assessment data to diagnose learning needs and inform planning for student learning. - Ensure team planning and professional learning time prioritises assessment data analysis. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Review and analyse data collection processes across the school.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$650.00 <input type="checkbox"/> Equity funding will be used
Provide whole school professional learning to raise the level of data literacy.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Twice-termly data discussion with Leaders focusing on student growth and achievements.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Year level teams use student achievement data to effectively monitor and review the curriculum plan, teaching and learning and assessment strategies.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,250.00 <input type="checkbox"/> Equity funding will be used
Student individual Reading and Writing goals are visible in every classroom.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve student outcomes in Reading and Writing measured against Teacher Judgements, NAPLAN and other standardized testing
12 month target 1.1	PAT and F and P growth 1.2 Years growth on average for each Year level -teacher judgement Less than 25% of students show low relative growth in Reading and Writing 2018 NAPLAN Year 3 & 5s in top 2 bands: Reading - 55% Writing - 50%
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build excellence in teaching and learning through embedding consistent whole school programs and practices in the teaching of English (Reading and Writing)

<p>Actions</p>	<p>Introduce and examine the High Impact Teaching Strategies documents. Regular and consistent peer observations based on High Impact Teaching Strategies. Instructional Model embedded for teaching literacy - hook, LI, SC, activate prior knowledge, teacher model, student discovery, summarise/reflect on lesson outcomes. School-based professional learning program developed and implemented that supports the school's identified improvement strategies.</p>			
<p>Evidence of impact</p>	<p>Students: - work with teachers to seek and provide feedback to each other about their progress. - reflect on learning goals, progress and conduct self assessments.</p> <p>Teachers will: - support students to understand and share the high expectations set for them and the steps they need to take to reach these. They consistently and appropriately challenge students. - use explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback. Teaching teams regularly observe and provide feedback on teaching, with support and input from leaders and input from students. - plan and explicitly teach all reading and writing lessons using the school's agreed instructional model.</p> <p>Leaders will: - foster an environment that values collaboration, trust, risk-taking, experimentation, collaborative inquiry and self-assessment. - ensure that staff are supported in using the agreed instructional model and the use of high-impact teaching strategies in reading and writing. - regularly monitor and evaluate literacy programs to ensure that the curriculum plan, teaching and learning and assessment strategies are consistent across all areas.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a Professional Learning Priority</p>	<p>When</p>	<p>Budget</p>
<p>Timetabled Peer observations based on High Impact Teaching Strategies. Teachers use peer observation to share and debrief about how well they are asking questions to gain evidence of student learning, to encourage thoughtful and considered responses, and to facilitate discussion.</p>	<p>Teacher(s)</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p>from: Term 1 to: Term 4</p>	<p>\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Professional Reading on HITS.</p>	<p>Teacher(s)</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p>from: Term 1</p>	<p>\$50.00</p>

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Professional learning around consistent planning, teaching and assessment of the school's agreed literacy programs.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Write explicit Learning Intention and Success Criteria for all literacy lessons.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Regular and timely feedback and goal setting/reviewing conferences with students on reading strategies and writing goals.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Use Writer's Notebooks in literacy lessons as a way to implement the teacher modelling and student discovery sections of the instructional model and link reading with writing.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve Student Voice and Agency in their learning
12 month target 2.1	Increase the levels of Student Agency and Voice as measured in SATS
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Refine and implement a consistent approach to Project Based Inquiry learning and teaching.
Actions	Refine a planning document that includes all relevant PBIL guidelines PD staff in the process of planning around guidelines PD staff in use of Visible Thinking Routines to engage students in units of PBIL Curiosity and Powerful Learning program to continue, along with Professional learning from the authors of our CPL manuals
Evidence of impact	Students will: set meaningful learning goals and monitor and assess their progress with support from their teachers. Aspirational goals are discussed and developed for all students.

	<p>reflect critically on the strategies they have used to complete the task and to articulate which learning strategies are most effective for them</p> <p>Staff Will: provide scaffolding for students to solve their own problems. Through instructive feedback, they provide support that enables students to develop agency by assessing their own work and solving their own problems. purposely focus on building positive and mutually respectful relationships with students. have regular two-way conversations reflecting on the effectiveness of the student's learning and showing interest in their progress. use self-assessment tools, peer and student feedback to evaluate their relationships with students and determine how they can adapt their approach to improving student motivation and self-confidence. Promote and timetable regular opportunities for students to reflect on their goals and learning</p> <p>Leaders will: Ensure all students throughout the school are presenting their PBIL learning once per term Staff are following PBIL guidelines and Support staff to implement new strategies as a result of student feedback</p>
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Run an inhouse PD/observation sessions on Making Thinking Visible. PD accessed through Thinking Conferences- ,PLT members PLT members will become familiar with the Making Thinking Visible book, trial some lessons and possible modelling options.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,800.00 <input type="checkbox"/> Equity funding will be used
Create Projects Based Inquiry guidelines - Big question that encompasses all concepts - Fertile questions that link to the big concept and also address a key learning area - One of the capabilities links with a key learning area - The unit ends with a celebration of learning - Thinking Routines are used regularly	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used

Develop a survey from the CPL audit tools that is based around accessing student voice and agency. Providing us with data to assess in tracking throughout the strategic plan.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$350.00 <input type="checkbox"/> Equity funding will be used
Teachers and students co-create an agreement on how Project Based Inquiry learners behaviours impact on their learning. (rules/norms for project-based inquiry time)	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$50.00 <input type="checkbox"/> Equity funding will be used
Ensuring all capabilities are covered by each year level, each year	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used
CPL Models of Practice and Theories of Action manuals are used to plan questions, lessons and Collaborative Group Work structures	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$400.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To improve student outcomes in Mathematics measured against Teacher Judgements, NAPLAN and other standardized testing
12 month target 3.1	Each year level will have an average growth of 1.2 years in Number and Algebra (PAT) and 0.6 years growth by May. NAPLAN % of students achieving : - Low growth will have reduced to 25% or less - High growth will be 25% or more - In the top 2 bands in Year 3 will be 40% and Year 5 25%
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Further develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data to inform planning and explicit teaching.
Actions	Introduce and examine the High Impact Teaching Strategies documents with a focus on setting goals and providing feedback to students. During PD at the beginning of the year, teachers will analyse students PAT data, identify and record student skills and plan accordingly. Instructional Model embedded.

Evidence of impact	<p>Students: Students and Teachers feedback to each other about student progress. Students set their own goals and assessment tracker in consultation with the teacher. Senior students assisting junior students to understand their progress (PAT testing)</p> <p>Teachers: Teachers use student data to tailor their teaching and routinely adjust to cater for individual needs. They work through the FISO Improvement Cycle to evaluate the effectiveness of teaching informed by student learning growth and student feedback. Teacher judgments are consistent across the school and validated by formal processes such as peer observations, moderation and cross marking.</p> <p>Leaders: The school routinely reviews its impact on students' progress and development and incorporates findings into whole-school professional learning and school improvement plans. The school prioritises assessment literacy and teachers have dedicated time to collaboratively build their capabilities. Documented whole-school assessment strategies develop teachers' capabilities to use a range of assessment data to diagnose learning needs and inform planning for student learning. Ensure team planning and professional learning time prioritises assessment data analysis.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All teachers follow the assessment schedule.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Teaching teams discuss recent data and monitor student progress. Teachers will collaborate and share ideas in order to extend and support students throughout the year level.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10.00 <input type="checkbox"/> Equity funding will be used
Teachers have worked collaboratively to monitor and assess changes in students learning and progress. They have developed effective strategies to meet the needs of the top 20% of students.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To improve student outcomes in Mathematics measured against Teacher Judgements, NAPLAN and other standardized testing
12 month target 3.1	Each year level will have an average growth of 1.2 years in Number and Algebra (PAT) and 0.6 years growth by May. NAPLAN % of students achieving : - Low growth will have reduced to 25% or less - High growth will be 25% or more - In the top 2 bands in Year 3 will be 40% and Year 5 25%
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build excellence in teaching and learning through embedding consistent whole school programs and practices in the teaching of Mathematics
Actions	Regular and Consistent Peer observations based on High Impact Teaching Strategies - feedback, questioning and goal setting. Introduce and examine the High Impact Teaching Strategies documents. School-based professional learning on providing effective feedback to students. All levels follow the Booker Sequence and use the Booker Sequence assessments (pre and post) to inform their teaching.
Evidence of impact	<p>Students will: Have a greater knowledge of mathematics concepts and skills. Students will be able to apply these skills to problem solving.</p> <p>Teachers will: Teachers support students to understand and share the high expectations set for them and the steps they need to take to reach these. They consistently and appropriately challenge students. Teachers use explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback. Teachers will follow a sequential curriculum plan (Booker Sequence) and include it in their planning. Teachers have opportunities to observe skilled colleagues, trial and review new strategies, receive feedback and focused coaching to support changes to their practice.</p> <p>Leaders will: Foster an environment that values collaboration, trust, risk-taking, experimentation, collaborative inquiry and self-assessment. The school has a clear instructional model that is based on research relating to high-impact teaching strategies. All teachers follow the model which informs the work of Professional Learning Communities Programs are regularly monitored and evaluated by professional learning teams to ensure that the curriculum plan, teaching and learning and assessment strategies are consistent across all areas.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All teachers are to regularly and consistently use Resolve and Maths 300 lessons in their planning.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Booker Sequence Assessments will be created and completed for Place Value, Addition, Subtraction, Multiplication and Division where appropriate.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Attend professional learning that has a focus on effective feedback. Implement the feedback strategies in the classroom.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Regular monitoring of maths planners with a focus on students groupings by skill.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$350.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Edithvale Primary School (3790)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Review and analyse data collection processes across the school.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Provide whole school professional learning to raise	Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

the level of data literacy.			assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Matthew Vines	
Twice-termly data discussion with Leaders focusing on student growth and achievements.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Year level teams use student achievement data to effectively monitor and review the curriculum plan, teaching and learning and assessment strategies.	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Timetabled Peer observations based on High Impact Teaching Strategies. Teachers use peer observation to share and debrief about how well they are asking questions to gain evidence of student learning, to encourage thoughtful and considered responses, and to facilitate discussion.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Professional Reading on HITS.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning around consistent planning, teaching	Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site

and assessment of the school's agreed literacy programs.		to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	
<p>Run an inhouse PD/observation sessions on Making Thinking Visible. PD accessed through Thinking Conferences- ,PLT members</p> <p>PLT members will become familiar with the Making Thinking Visible book, trial some lessons and possible modelling options.</p>	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants hawker brownlow conference in May	<input checked="" type="checkbox"/> On-site
<p>Create Projects Based Inquiry guidelines</p> <ul style="list-style-type: none"> - Big question that encompasses all concepts - Fertile questions that link to the big concept and also address a key learning area - One of the capabilities links with a key learning area - The unit ends with a celebration of learning - Thinking Routines are used regularly 	Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
CPL Models of Practice and Theories of Action manuals are used to plan questions, lessons and Collaborative Group Work structures	Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Teaching teams discuss recent data and monitor student progress. Teachers will collaborate and share ideas in order to extend and support students throughout the year level.	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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers have worked collaboratively to monitor and assess changes in students learning and progress. They have developed effective strategies to meet the needs of the top 20% of students.	Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
All teachers are to regularly and consistently use Resolve and Maths 300 lessons in their planning.	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"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Booker Sequence Assessments will be created and completed for Place Value, Addition, Subtraction, Multiplication and Division where appropriate.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<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
Attend professional learning that has a focus on effective feedback. Implement the feedback strategies in the classroom.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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